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1945-1946



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DECEMBER, 1945

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Eighty-third Year



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CHESTNUT HILL, MASSACHUSETTS

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BOSTON COLLEGE BULLETIN



UNIVERSITY CATALOGUE
FOR THE SCHOOL SESSION
1945-1946

SEPT. '46 — AUGUST '47

SEPTEMBER							MARCH						
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VETERANS AT BOSTON COLLEGE

Boston College is offering every inducement to the Veteran to continue his education and complete it successfully at the earliest possible time consonant with good scholarship. Every consideration will be given to courses taken in the Army and Navy Schools and through the Armed Forces Institute. Informal educational experience gathered while in the service will be evaluated according to the recommendations set down and approved by national educational associations.

A special educational adviser has been appointed to care for the individual problems of each veteran. The veteran is advised to consult him whenever he wishes.

Courses have been inaugurated to give the veteran a brief review of matter required for advanced courses or to acquaint him with the basic requirements for a successful completion of his studies.

Veterans will be admitted to these courses whenever they apply and every effort will be made to prepare them for entrance at the next opening date. Due to the accelerated program these opening dates occur frequently during the year.

For further information write or phone the Registrar, Boston College, Chestnut Hill 67, Massachusetts. BIGelow 1480.

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ACADEMIC CALENDAR

1945 — 1946

- Aug. 30 Thursday—Entrance Examinations.
- Sept. 5-8 Wednesday to Saturday—Registration.
- Sept. 10 Monday—Opening of classes.
- Sept. 10-14 Monday to Friday—Orientation Week for September '45 Class.
- Sept. 12 Wednesday—Mass of the Holy Ghost. Formal opening of school year.
- Oct. 12 Friday—Columbus Day. No classes.
- Nov. 1 Thursday—All Saints' Day. Holyday.
- Nov. 2 Friday—End of First Semester Sophomore. (Sept. '44 Class).
End of Freshman Year (Feb. '45 Class).
End of First Semester Freshman (June '45 Class).
- Nov. 5 Monday—Beginning of Second Semester Sophomore (Sept. '44 Class).
Beginning of First Semester Sophomore Year (Feb. '45 Class).
Beginning of Second Semester Freshman (June '45 Class).
- Nov. 19-21 Monday to Wednesday. Annual Retreat.
- Nov. 22 Thursday—Thanksgiving Day. Holiday.
- Nov. 23 Friday—Retreat Holiday.
- Dec. 19 Wednesday—Christmas Recess begins at close of classes.
- Jan. 3 Thursday—Classes resumed.
- Jan. 7-11 Monday to Friday—Examinations for Senior and Junior Classes, Sophomore (June '44 Class) and Freshman (Sept. '45 Class).
- Jan. 11 Friday—Entrance Examinations (Feb. '46 Class).
- Jan. 14. Monday—Opening of Senior Year (June-Sept. '43 Classes).
Beginning of Second Semester Junior (Jan. '44 Class).
Beginning of First Semester Junior (June '44 Class).
Beginning of Second Semester Freshman (Sept. '45 Class).
- Feb. 7-8 Thursday and Friday—Registration (Feb. '46 Class).
- Feb. 11 Monday—Opening of Freshman Year (Feb. '46 Class).
Orientation and Guidance.

- Mar. 8 Friday—End of Sophomore Year (Sept. '44 Class).
End of First Semester Sophomore (Feb. '45 Class).
End of Freshman Year (June '45 Class).
- Mar. 11 Monday—Beginning of Junior Year (Sept. '44 Class).
Beginning of Second Semester Sophomore Year (Feb. '45 Class).
Beginning of Sophomore Year (June '45 Class).
- Mar. 29 Friday—Fulton-Marquette Prize Debate.
- Apr. 12 Friday—Harrigan Oratorical Contest.
- Apr. 18-19 Holy Thursday and Good Friday. No classes.
- Apr. 22-26 Reading Week for all classes except Freshman (Feb. '46 Class).
- Apr. 29 - May 3 Monday to Friday—Examination Week for Seniors,
Juniors and Sept. '45 Freshmen.
- May 6 Vacation begins for Seniors and Juniors except the March '46
Junior Class.
- May 30 Thursday—Ascension Day. Memorial Day. No classes.
- June 7 Friday—End of First Semester Freshman (Feb. '46 Class).
- June 10 Monday—Alumni Day.
- June 11 Tuesday—Class Day.
- June 12 Wednesday—Commencement Day.
- June 28 Friday—Beginning of Summer Vacation for March '46 Juniors
and Sophomores.

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The corporate title of Boston College is

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| The College of Arts and Sciences Intown | Boston, Massachusetts |
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| The School of Theology | Weston, Massachusetts |
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REV. PAUL J. MCMANUS, S.J., *Instructor in German.*

A.B., 1929, A.M., 1935, Boston College.

REV. PAUL S. MCNULTY, S.J., *Instructor in Latin and English.*

A.B., 1937, A.M., 1938, Boston College.

*JOSEPH P. MAGUIRE, PH.D., *Assistant Professor of Greek and Latin.*

A.B., 1929, College of the Holy Cross; A.M., 1931, Ph.D., 1936, Yale University.

*THOMAS H. MAHONEY, PH.D., *Assistant Professor of History and Government.*

A.B., 1936, A.M., 1937, Boston College; Ph.D., 1944, George Washington University.

FAKHRI B. MALUF, PH.D., *Assistant Professor of Mathematics.*

A.B., 1934, American University of Beirut; A.M., 1940, Ph.D., 1943, University of Michigan.

*FRANCIS LOUIS MAYNARD, A.M., *Instructor in Biology.*

A.B., 1931, Boston College; A.M., 1935, Brown University.

*REV. CARL H. MORGAN, S.J., S.T.L., *Assistant Professor of Mathematics.*

A.B., 1932, A.M., 1933, Boston College; S.T.L., Weston College.

REV. JAMES F. MOYNIHAN, S.J., PH.D., *Professor of Education.*

A.B., 1927, College of the Holy Cross; A.M., 1932, Boston College; Ph.D., 1942, Catholic University.

REV. JOHN E. MURPHY, S.J., PH.D., *Professor of Gaelic.*

A.B., 1928, A.M., 1929, Boston College; Ph.D., National University of Ireland.

REV. JOHN F. X. MURPHY, S.J., A.M., *Associate Professor of History.*

A.B., 1914, A.M., 1916, Woodstock College.

REV. JOHN J. MURPHY, S.J., PH.D., *Professor of Ethics.*

A.B., 1921, A.M., 1922, Woodstock College; Ph.D., 1937, Gregorian University.

*Absent on leave.

JOHN F. NORTON, A.M., *Professor of Latin and English.*
A.B., 1922, A.M., 1928, Boston College.

REV. JOHN A. O'BRIEN, S.J., PH.D., *Professor of Ethics.*
A.B., 1918, College of the Holy Cross; A.M., 1924, Woodstock College; Ph.D., 1936, Gregorian University.

REV. VINCENT DE P. O'BRIEN, S.J., A.M., *Professor of Classics.*
A.B., 1931, A.M., 1932, Boston College.

REV. JOHN A. O'CALLAGHAN, S.J., A.M., *Professor of English.*
A.B., 1926, A.M., 1927, Boston College; S.T.L., Weston College, 1934; Ph.D., 1944, Boston College.

REV. JOHN C. O'CONNELL, S.J., PH.D., *Professor of Sociology.*
A.B., 1909, A.M., 1915, S.T.D., 1924, Woodstock College; Ph.D., 1941, Harvard University.

DAVID C. O'DONNELL, PH.D., *Professor of Chemistry.*
A.B., 1923, Miami University; M.S., 1925, Ph.D., 1927, Ohio State University.

REV. GEORGE A. O'DONNELL, S.J., PH.D., *Dean of the Graduate School.*
Professor of Mathematics.
A.B., 1923, Boston College; A.M., 1924, Woodstock College; Ph.D., 1935, St. Louis University.

JOHN M. O'LOUGHLIN, A.B., *Assistant Librarian.*
A.B., 1918, Boston College.

FERNANDO E. PAULSEN, A.B., *Fellow in History.*
A.B., 1944, University of Valpariso, Chile.

REV. MICHAEL G. PIERCE, S.J., A.M., *Dean of Freshmen and Sophomores.*
A.B., 1934, A.M., 1935, Boston College; S.T.L., 1941, Weston College.

REV. JOSEPH F. QUANE, S.J., *Assistant Professor of Classics.*
A.B., 1933, A.M., 1934, Boston College.

REV. THOMAS J. M. QUINN, S.J., A.M., *Professor of Latin and Greek.*
A.B., 1911, A.M., 1920, Woodstock College.

REV. OSWALD A. REINHALTER, S.J., A.M., *Professor of Classics.*
A.B., 1919, A.M., 1920, Woodstock College.

JOHN K. ROULEAU, PH.D., *Associate Professor of Chemistry.*
B.S., 1928, M.S., 1932, Massachusetts Institute of Technology; Ph.D., 1937, Boston University.

REV. JOHN W. RYAN, S.J., *Assistant Professor of English.*
A.B., 1930, Boston College; A.M., 1931, Harvard University.

THOMAS I. RYAN, M.S., *Instructor in Biology.*
A.B., 1935, M.S., 1936, Boston College.

JOHN A. RYDER, *Coach of Track and Field Athletics.*

EMERINO SARNO, B.S., *Coach of Football.*

B.S., 1936, Fordham University.

*REV. RICHARD G. SHEA, S.J., A.M., *Assistant Professor of Latin.*

A.B., 1928, A.M., 1929, Boston College; S.T.L., 1935, Weston College.

JOHN W. L. SHORK, M.S., *Assistant Professor of Physics.*

Ph.B., 1931, M.S., 1936, Boston College.

ERNEST A. SICILIANO, A.M., *Instructor in Romance Languages.*

A.B., 1937, A.M., 1939, Boston College; A.M., 1942, Harvard University.

REV. GEORGE F. SMITH, S.J., *Assistant Professor of Romance Languages.*

A.B., 1920, A.M., 1921, Woodstock College.

REV. SIDNEY J. SMITH, S.J., A.M., *Professor of English and Latin.*

A.B., 1921, A.M., 1922, Woodstock College.

REV. EDWARD J. SULLIVAN, S.J., *Dean of Men.*

A.B., 1924, A.M., 1925, Boston College.

REV. JOSEPH J. SULLIVAN, S.J., PH.D., *Professor of Chemistry.*

A.B., 1920, A.M., 1925, Woodstock College; Ph.D., 1928, Johns Hopkins University.

REV. JOHN A. TOBIN, S.J., *Professor of Physics.*

A.B., 1916, A.M., 1918, Woodstock College; Ph.D., 1931, Gregorian University.

LEON M. VINCENT, M.S., *Assistant Professor of Biology.*

Ph.B., 1926, M.S., 1930, Boston College.

REV. MAURICE A. WHELTON, S.J., S.T.L., *Professor of Religion.*

A.B., 1934, A.M., 1935, Boston College; S.T.L., 1940, Weston College.

FREDERICK E. WHITE, PH.D., *Professor of Physics.*

A.B., 1930, Boston University; M.S., 1932, Ph.D., 1934, Brown University.

REV. FRANCIS X. WILKIE, S.J., M.S., *Professor of Biology.*

A.B., 1928, M.S., 1929, Boston College.

HAROLD A. ZAGER, M.S., *Associate Professor of Mathematics.*

B.S., 1921, Massachusetts Institute of Technology; M.S., 1931, Boston College.

Historical Statement

In the year 1849, the Right Reverend John B. Fitzpatrick, bishop of Boston, assigned the administration of the then new Church of St. Mary, on Endicott Street, in the North End, to the Jesuit Fathers of the Maryland-New York Province of the Society of Jesus. This was the first foundation of the Jesuits in the city of Boston.

Eight years later, in August, 1857, through the cooperation of the Hon. Alexander H. Rice, then mayor of Boston, and later governor of the State of Massachusetts, a plot of ground was purchased on Harrison Avenue, by Rev. John McElroy, S.J., Superior of the Boston community of Jesuits. Here was begun the erection of a church, a building for high school and college classes, and a dwelling for the Jesuits who were to be the teachers.

However, before the new High School and College building was completed, a school called "The Immaculate Conception Sodality Latin School" was opened on Hanover Street. This was on September 12, 1858. There was no intention that this school should be a permanent foundation; it was opened as a result of a conflict between Catholic students in the public schools and the authorities of these institutions, which conflict resulted in the celebrated "Whall Case." The sessions of this temporary foundation were terminated in the fall of 1861.

The new buildings on Harrison Avenue were completed in 1860, and in March of the following year the church, dedicated to the Immaculate Conception, was formally opened. Because of a lack of Jesuit professors the high school and college were not opened at this time, and the buildings were used from 1860 to 1863 as a House of Study for Jesuit students of Theology, who, at the end of this period, were transferred to Georgetown University, Washington, D.C. On March 31, 1863, a charter was issued to the Trustees of Boston College by the Massachusetts State Legislature empowering the College to grant all degrees accustomed to be granted by Colleges in the Commonwealth, with the exception of degrees in Medicine.

This charter reads as follows:

Act of Incorporation

COMMONWEALTH OF MASSACHUSETTS

IN THE YEAR ONE THOUSAND EIGHT HUNDRED AND SIXTY-THREE

AN ACT to incorporate the Trustees of Boston College

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. John McElroy, Edward H. Welch, John Bapst, James Clark, and Charles H. Stonestreet, their associates and successors, are hereby constituted a body corporate by the name of the TRUSTEES OF THE BOSTON COLLEGE IN BOSTON, and they and their successors and

such as shall be duly elected members of such corporation shall be and remain a body corporate by that name forever; and for the orderly conducting of the business of said corporation, the said Trustees shall have power and authority, from time to time, as occasion may require, to elect a President, Vice-President, Secretary, Treasurer, and such other officers of said corporation as may be found necessary, and to declare the duties and tenures of their respective offices, and also to remove any trustee from the same corporation, when in their judgment he shall be rendered incapable, by age or otherwise, of discharging the duties of his office, or shall neglect or refuse to perform the same, and also from time to time elect new members of the said corporation; provided, nevertheless, that the number of members shall never be greater than ten.

SEC. 2. The said corporation shall have full power and authority to determine at what times and places their meetings shall be holden and the manner of notifying the trustees to convene at such meetings, and also from time to time elect a President of said College, and such professors, tutors, instructors and other officers of said college as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments, responsibilities and tenures of their several offices; and the said corporation are further empowered to purchase or erect and keep in repair, such houses and other buildings as they shall judge necessary for the said college; and also to make and ordain, as occasion may require, reasonable rules, orders and bylaws not repugnant to the constitution and laws of this Commonwealth, with reasonable penalties for the good government of the said college, and for the regulation of their own body; to determine and regulate the course of instruction in said college, and confer such degrees as are usually conferred by said college in the Commonwealth, except medical degrees; provided, nevertheless, that no corporate business shall be transacted at any meeting unless one-half at least of all the trustees are present.

SEC. 3. Said corporation may have a common seal, which they may alter or renew at their pleasure, and all deeds sealed with the seal of said corporation, and signed by their order, shall when made in their corporate name, be considered in laws as the deeds of said corporation; and said corporation may sue and be sued in all action, real, personal or mixed, and may prosecute the same to final judgment and execution by the name of the Trustees of the Boston College; and said corporation shall be capable of taking and holding in fee simple or any less estate by gift, grant, bequest, devise or otherwise, any lands, tenements or other estate, real or personal, provided, that the clear annual income of the same shall not exceed thirty thousand dollars.

SEC. 4. The clear rents and profits of all estates, real and personal, of which the said corporation shall be seized and possessed, shall be appropriated to the endowments of said college in such a manner as shall most effectually promote virtue and piety and learning in such of the languages and of the liberal and useful arts and sciences as shall be recommended from time to time by the said corporation, they conforming to the will

of any donor in the application of any estate which may be given, devised, or bequeathed for any particular object connected with the college.

SEC. 5. No student in said college shall be refused admission to or denied any of the privileges, honors, or degrees of said college on account of the religious opinion he may entertain.

SEC. 6. The Legislature of this Commonwealth may grant any further powers to, or later, limit, annul, or restrain any of the powers vested by this act in said corporation, as shall be found necessary to promote the best interests of said college and more especially may appoint overseers of visitors of the same college, with all necessary powers for the better aid, preservation and government thereof.

SEC. 7. The granting of this Charter shall never be considered as any pledge on the part of the Commonwealth that pecuniary aid shall hereafter be granted to the College.

HOUSE OF REPRESENTATIVES, MARCH 31, 1863.

Passed to be enacted, Alex. H. Bullock, Speaker.

IN SENATE, MARCH 31, 1863

Passed to be enacted, I. E. Field, President.

April 1st, 1863.

JOHN A. ANDREW,
Governor.

Approved.

An amendment to the Charter, passed on April 1, 1908, at the time when the transfer of the College to its new location in Newton was being planned, changed the legal name of the Corporation, granted the power to confer Medical Degrees, and removed the limitation as to endowment contained in the original document.

AN ACT

TO AMEND THE CHARTER OF THE TRUSTEES OF THE BOSTON COLLEGE IN BOSTON

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SEC. 1. The corporate name of the Trustees of the Boston College in Boston, incorporated by the chapter one hundred and twenty-three of the acts of the year eighteen hundred and sixty-three, is hereby changed to the Trustees of Boston College.

SEC. 2. Said corporation may grant medical degrees to students properly accredited and recommended by its faculty; provided, however, that the course of instruction furnished by the corporation for candidates for such degrees shall occupy not less than three years.

SEC. 3. Section three of said charter one hundred and twenty-three is hereby amended by striking out the words, "provided that the clear annual income of the same shall not exceed thirty thousand dollars," in the last two lines of said section.

SEC. 4. This act shall take effect upon its passage.

Approved April 1st, 1908.

EBEN S. DRAPER,
Acting Governor.

The first sessions of the new college were conducted on September 5, 1864. Rev. John Bapst, S.J., was its first President, and Rev. Robert Fulton, S.J., its first Dean. Twenty-two students were enrolled. For twelve years, until 1876, no courses in Philosophy were offered, and students, after the completion of their sophomore years, transferred to other colleges.

In 1876, a Professor of Philosophy was added to the faculty, and thus the Junior Year was added to the course. In the following year, the first class was graduated; twelve were awarded the degree Bachelor of Arts, and one, the degree Master of Arts. Meanwhile the number of students in the college began to increase, and the college grew with the years.

On January 6, 1907, Rev. Thomas I. Gasson, S.J., was appointed President. Wisely foreseeing the possibility for greater growth, Father Gasson, on December 18, 1907, purchased the present site of the college, a plot of ground in the Chestnut Hill section of the City of Newton, almost adjoining the boundary of the City of Boston. This land, an eminence of prominence, is located between Commonwealth Avenue and Beacon Street and overlooks the picturesque Chestnut Hill reservoir.

Plans for a group of buildings in the English collegiate gothic style of architecture were drawn up and accepted. Work was begun shortly after, and the first building in the proposed group was completed on March 28, 1913. Sessions of the senior class were conducted in it from the time of its completion until the June commencement, and the class of 1913 was the first to be graduated from the new college. On June 15 of the same year, the fiftieth year of the college's existence, Right Reverend Joseph G. Anderson, D.D., formally dedicated and blessed the new building. In the following September all classes were transferred from the Harrison Avenue school to University Heights, the name given to the new location. Thus was affected the complete separation of Boston College and Boston College High School.

Rev. Charles W. Lyons, S.J., succeeded Father Gasson as President, in January, 1914. He in turn was succeeded by Rev. William Devlin, S.J., and Rev. James H. Dolan, S.J. During the regencies of these three Presidents three more buildings were added, a faculty residence, a science hall and a library.

St. Mary's Hall, the faculty residence, was completed in January, 1917; classes were conducted for the first time in the Science Hall with the beginning of the school year, 1924; and in June, 1928, the library was dedicated.

To the original College of Arts and Sciences, other schools have been added in recent years. An Extension School was begun during the presidency of Father Lyons, and a Graduate School under the administration of Father Devlin. Graduate School courses are conducted at University Heights, and the Extension School is located at 126 Newbury Street, in Boston.

In 1927, two private Houses of Study, conducted by the Society of Jesus for the training of its own members, one at Shadowbrook, in

Lenox, known as the College of Liberal Arts in Lenox, and the other at Weston College, Weston, a school of Literature, Philosophy, Science and Theology, were affiliated with Boston College, and the courses given in both institutions were approved as courses leading to academic degrees.

During the presidency of Father Dolan, a School of Law was opened in the Lawyers' Building, on Beacon Street, Boston in September, 1929. Rev. John B. Creeden, S.J., was appointed Regent. At the same time evening classes were begun in a Junior College to afford educational opportunities to students unable to attend day sessions at University Heights. Rev. Louis J. Gallagher, S.J., who succeeded Father Dolan as President, perfected a plan for the opening of a School of Social Work. This school began its sessions in September of 1936, and the direction of the school was entrusted to Rev. Walter J. McGuinn, S.J., Dean. Its classes are being conducted at 126 Newbury Street, Boston.

Rev. William J. McGarry, S.J., succeeded Father Gallagher as President, July 1, 1937. Father McGarry drew up plans for an undergraduate school of business with courses leading to the Bachelor's Degree. The classes, which were begun in September, 1938, are conducted at University Heights, in O'Connell Hall. O'Connell Hall was a residence in Tudor Style and overlooks ten acres of property that adjoins the Campus. Both were the gift of His Eminence, William Cardinal O'Connell, Archbishop of Boston, in 1941.

UNIVERSITY AFFILIATIONS

Institutional

Boston College is a member of or approved by the following institutions: The American Council of Education, The Association of American Universities, The Association of American Colleges, The Association of American Law Schools, The Section of Legal Education of the American Bar Association, the American Jesuit Educational Association, The National Catholic Educational Association, The American Association of Schools of Social Work, The New England Association of Colleges and Secondary Schools, and the Regents of the University of the State of New York.

Faculty

The Faculty of Boston College is affiliated with The American Academy of Arts and Sciences, The American Association for the Advancement of Science, The American Political Science Association, The American Bar Association, The American Law Institute, The American Judicature Society, The American Institute of Criminal Law and Criminology, The American Jesuit Philosophical Association, The American Classical League, The American Philological Society, The Classical Association of New England, The American Historical Association, The American Catholic Historical Association. The Italian Historical Society, The American Mathematical Association, The American Physical Society, The

Physics Research Academy, The American Chemical Society, The Seismological Society of America, The Boston Geological Society, The American Institute of Electrical Engineers, The Institute of Radio Engineers, The Society for the Promotion of Engineering in Education, The American Medical Association, The Massachusetts Medical Society, The Catholic Biblical Association of America, The American Sociological Society, The American Psychological Society, The Schoolmasters' Association of New England, The American Orthopsychiatric Society, The American Public Welfare Association, The National Conference of Social Work, The National Probation Association, The Child Welfare League of America, The National Catholic Charities Conference, The Rural Sociological Society of America, The American Association of University Professors, The American Association of Teachers of Spanish, The American Association of Teachers of Italian, The Association of Social Workers, The Association of Librarians of America, The Association of American Law Libraries, The American Association of Collegiate Registrars, The Eastern Association of College Deans and Advisers of Men, American Conference of Academic Deans and other learned societies.

SYSTEM OF EDUCATION

The system of education followed in Boston College is similar to that of all the colleges of the Society of Jesus. It is based upon and guided by the principles of the *Ratio Studiorum*, a body of rules and suggestions framed upon the experiences and the best results attained by the greatest universities of Europe at the most flourishing period of their existence.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method, and the object aimed at by its teaching will give a general idea of its purpose.

Education is understood by the members of the Society of Jesus as the full and harmonious development of all those faculties that are distinctive of man. It is not, therefore, mere instruction or the communication of knowledge. In fact, the acquisition of knowledge, though it necessarily accompanies any right system of education, is a secondary result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Understanding, then, clearly the purposes of education, such instruments of education, that is, such studies, sciences or languages, are chosen as will most effectively further that end. These studies are chosen, moreover, only in proportion and in such numbers as are sufficient and required. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stay, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of Specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and the scientific unfolding of knowledge; they are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Languages, and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Languages and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reason. Language and History affect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment, fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are the languages with a structure and idiom remote from the language of the student, the study of them lays bare before them the laws of thought and logic and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recess of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world, of time and space, the Jesuit system of education has unwaveringly kept language in a position of honor as an instrument of culture.

In order that the student may perfect his study of the Sciences by a deeper insight into the fundamental causes and ultimate reality of things, the complete course of Scholastic Philosophy is given. The pursuit of this course of philosophy leads to a broadening of intellectual vision and a strengthening of moral training that are in accord with the universal principles of human knowledge and the established laws of human conduct. In this final stage of collegiate development the student

is thus enabled to exercise the powers of keen analysis and self-criticism, to apply to the practical problems of life the faculties of memory and imagination which have been developed by the study of Literature and History, and the methods of accurate and logical thinking which Mathematics and the Natural Sciences impart.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development of themselves have no moral efficacy. Religion only can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade.

The purpose of Jesuit teaching, in a word, is to lay a solid sub-structure in the whole mind and character for any superstructure of science, professional and special, and for the building up of moral life, civil and religious.

The Jesuit system of education in seeking to attain the mental and moral development of all the faculties of man, relies chiefly on the exceptional advantages of the liberal arts courses leading to the degree of Bachelor of Arts; however, a more definite scientific training is offered through the various courses leading to the degree of Bachelor of Science.

Religious Training

In the admission of students, no discrimination is made on the ground of religious belief. Students who are not of the Catholic Faith will be exempt from attendance at religious exercises conducted by the College and at the courses of instruction which deal with the Evidences of Religion, unless such students freely choose to be present at these exercises and classes.

Nevertheless, in the light of what has been said in the preceding section, training in Religion is considered of primary importance in Education properly understood. The authorities of the College are persuaded, in common with their Religious brethren who conduct Jesuit Colleges

throughout this country and in various parts of the world, that Education truly fulfills its function of developing the natural human powers and thus preparing the students for a fruitful life after leaving college only when a solid and thorough intellectual training is supplemented by equally complete training in Christian morality and Religion.

The Religious Training consists first of all in a general and all-pervading background against which are projected all the individual elements which make the College course; it is an atmosphere which surrounds and permeates the College life; it is a subtle influence born of the power of associations and example, of the persistent presentation of noble motives and high ideals, of the kindly admonition, correction, guidance, instruction and exhortation of a body of teachers who are themselves thoroughly grounded in the highest form of religious culture through a life led according to lofty principles of asceticism.

This Religious Training also takes the form of religious instruction given during class periods which form an integral element of the curriculum. The College authorities believe that religious truths form a body of doctrines which are definite and certain and which may be taught and studied with as much exactness as Language or Philosophy, and as scientifically as other branches of human knowledge. Hence the study of Religion is required and the courses in the Evidences of Religion are conducted as ordinary lecture courses with class recitations, repetitions and examinations. The subject-matter of these courses is so arranged that during the four years college course, the student covers the entire cycle of Catholic dogmatic and moral teachings.

This religious instruction is supported by various religious activities and practices which may be classed as spiritual extra-curricular activities. The League of the Sacred Heart and its attendant devotions are encouraged. Sodalties of the Blessed Virgin foster that devotion to the Mother of God which is the youth's safeguard in adolescence. The Mission Crusade serves to help the struggling missions in foreign lands, and to develop in the students the spirit of charity and self-sacrifice towards others who are spiritually less favored. All students are required to make an annual Retreat, and an additional special Retreat for Seniors is conducted each year just before Commencement. The frequent use of the Sacraments of Penance and Holy Eucharist, the twin means divinely planned to safeguard and strengthen the human soul against evil, should be an important item in the moral life of a Catholic young man, and nowhere is it more earnestly advised or insisted on than in a Jesuit College.

Student Counsellor

In the College of Arts and Sciences a Father of the Faculty is appointed as Counsellor or advisor of the Students, and in this capacity he devotes all his time to the interests of the students. It is his duty to advise the students, not only in those matters that pertain to their spiritual well-being, but in others also, proffering whatever direction may be required with regard to studies and all other intimate and personal matters.

One of the questions of highest importance to every college student is the wise choice of a profession or vocation according to one's character, talents and interests, both natural and supernatural. No student with a serious outlook on life will fail to determine, in advance of his graduation from College, the career, which, under God's Providence, will assure his temporal success and his eternal happiness. In this matter the assistance of the Student Counsellor will be invaluable. His hours are arranged to coincide with those of the school day, thus affording ample opportunity of conferring with him.

Educational Guidance

Boston College, realizing that individual adjustment to college life and work is for most students a difficult task, offers educational assistance and direction to her students both in the selection of the courses most valuable to them and in the mastery of the courses selected. In doing this it maintains an educational guidance office with a director of guidance in charge who acts as chairman for a group of professors assigned to this work. The central office by means of interviews, tests and a study of the high school records endeavors to obtain knowledge of the interests, the scholastic background and the general and specific abilities of each student. A specific testing service is maintained for this purpose. The findings of this office are in turn handed over to the committee in charge of guidance. Each professor of this committee is allotted a definite group of students who are required to visit him at definite times during the school year with the understanding that the students may go to him freely at other times. Each counsellor is supplied with data on the student's interests, aptitudes, present achievement and personality traits. Equipped with this information the counsellor is able to aid the student in pursuing his college course more successfully. In addition, instruction in how to study, use the library, and do research work are given individually and by means of printed material and lectures.

Preparatory School

It is one of the decided advantages of the system followed in this college that the student may make his preparatory studies in Boston College High School. In addition to the moral influence thus gained, this secures a uniform and homogeneous course of teachings and training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines and the possession of a clear and coherent system of principles upon which any special course may afterwards safely rest.

The Boston College Libraries

One of the principal factors in the intellectual life of the students at Boston College is the Library.

The Library's first service is to the faculty and student body at the College. Members of all the schools of the University also draw upon its resources, as do many students of other Colleges, Catholic and non-

Catholic, not only in and about Boston, but from other sections of the country. The Summer School, offering seventy courses of study, makes constant demands on the material at its disposal.

Boston College is for non-resident students only, and naturally, the Library hours are arranged in accordance with the College schedule. It is open on class days from 9:00 A.M. until 7:00 P.M.; Saturdays from 9:00 A.M. until 5:00 P.M.; and on Sunday afternoons from 2:00 until 5:00 for visitors, during October, November, December, April and May.

For the Summer months the Library is open from 8:30 A.M. to 4:30 P.M.; Saturdays 8:30 A.M. to 12 noon (except during Summer School when Saturday closing is 1:00 P.M.)

There are departmental libraries for Chemistry, Biology, Physics, and Mathematics in the Science Building; there is a reference library in the Tower Building for the exclusive use of Seniors and Juniors. Entry cards for these collections are filed in the public catalogue in Gargan Hall.

The fourteen study-alcoves in Gargan Hall are well supplied with standard books of reference, and here also accommodations are provided for the "Reserve Sections" of volumes recommended by Professors as collateral reading in various class subjects.

The Stack Room, covering the main sweep of the basement floor, consists of two tiers of modern steel shelving with a capacity of more than 300,000 volumes. There are at present 198,275 volumes in the Library. There are individual study stalls for the use of graduate students. The Stacks are not open to undergraduates.

The famous Seymour Adelman Collection of manuscripts and first editions of the writings of Francis Thompson is permanently housed in the Thompson Room. Rare items are constantly being added to the exhibit.

The various schools of the College which are conducted off the campus, viz.: The Law School, The School of Social Work, and the Evening Division of Arts and Sciences, maintain their own proper libraries in their own buildings, though the faculties and students of these schools are free to call upon the main library for books.

Donors to the library since 1943, inclusive: .

EMILIO AGUILA
JOHN J. BUTLER
WILLIAM CALLANAN
ROBERT DIXON
LOUISA L. DRESEL
MRS. GEORGE B. GAVIN
REV. JAMES F. HANEY (*deceased*)
WALTER L. LEIGHTON
MRS. J. W. McDONALD
MRS. F. X. MAHONEY
MRS. EBEN PUTNAM
MRS. VINCENT P. ROBERTS

The Seismological Observatory

The Seismological Observatory, which is situated in the township of Weston, Massachusetts, began operation in 1930. The presentation of a pair of Bosch-Omori Pendula by Georgetown University occasioned establishment of this Station. These instruments have been kept in constant operation since installation. In 1934 the loan of a Wiechert Astatic Horizontal Pendulum was obtained from Holy Cross College, and this instrument was erected in the same vault with the Bosch-Omori, supplementing it with the recording of disturbances of shorter period. Many quakes, mostly of teleseismic character, have been recorded by these instruments, and grams of these recordings are kept on file at the Observatory.

Three Benioff Seismometers with assemblies for short and long period recording were installed in 1936.

The Station equipment at present consists of a pair of 25 Kilogram Bosch-Omori Pendula, an 80 Kilogram Wiechert Astatic Horizontal Pendulum, and three components of the 100 Kilogram Benioff Seismometers equipped for galvanometric recording at periods of 0.2 second and 60 seconds. Together with these, there is the necessary laboratory apparatus of clocks, microscopes, projection apparatus, meteorological instruments and a library of current literature kindred to this branch of science. The department quarters consist of two seismometer vaults, a recording vault, radio room and photographic dark-room, all being located in the basement of the "Mansion" at Weston College. The office and library are on the first floor of the same building.

As a member of the Jesuit Seismological Association and the American Seismological Association, the Observatory staff has co-operated in the determination of epicenters, etc., with Station recordings published in the Bulletin of the former organization. Likewise, upon interpretation reports of quakes are immediately telegraphed to the U. S. Coast and Geodetic Survey, in Washington. These data are employed in a preliminary determination of epicenters.

Co-operative research has been undertaken from time to time with Massachusetts Institute of Technology and Harvard University in the matter of local quakes and quarry blasts.

THE COLLEGE OF ARTS AND SCIENCES

The College Year

The ordinary college year begins in September and ends with Commencement in June. The year is divided into two semesters of approximately sixteen weeks each. For the duration we are operating on an accelerated program.

The following is the list of the ordinary holidays which are granted during the course of the School Year:

November 1, Feast of All Saints; December 8, Feast of the Immaculate Conception; Ascension Thursday; Christmas and Easter vacations; October 12, Columbus Day; November 11, Armistice Day; Thanksgiving Day; February 22, Washington's Birthday; April 19, Patriot's Day; May 30, Memorial Day.

Special holidays may be granted at the discretion of the authorities of the College. These are usually the following: holiday in honor of the President of the College; holiday to mark the conclusion of the Annual Students' Retreat; holiday to mark the conclusion of the first semester of the school year. The holidays and vacations have been notably reduced for the duration.

Orientation Week

The first week of the scholastic year for Freshmen is known as "Orientation Week". During that time general lectures on curricula and extra-curricular activities are given by members of the faculty; Freshmen are assigned to their advisers for studies, whom they meet during this week. Objective Placement tests are given, in English, Mathematics, Literary Acquaintances, and Religion. Physical Examinations and an X-Ray Clinic are administered during this week.

REGULATIONS

Class Hours and Attendance

The daily classes and lecture periods begin at 9:20 A. M., at which time all students must be in their respective classrooms. No student may be admitted to class after the signal for the beginning of class has been given.

No student may be excused from any class unless he has the explicit permission of the Dean of the College, or, in the case of Freshmen or Sophomores the permission of the Dean of Freshmen and Sophomores.

Credit for a course will not be allowed if the record of attendance shows that the student has been present at less than 90% of the number of periods assigned for that course during each semester. In case of absence for a prolonged period due to illness or some other compelling cause, the application of this regulation may be modified by the Council on Standards upon the recommendation of the Dean; but in no case will more than twenty days of absence in either semester be allowed.

SCHOLASTIC REGULATIONS**Examinations**

FRESHMAN AND SOPHOMORE: A comprehensive examination in each course is given at the end of each semester. The mark attained in these examinations will constitute 55 % of the term mark. The remaining 45 % of this mark will be made up from class recitations, class tests and assigned reading tests. The number of class tests to be given in any semester will be decided according to the number of hours per week allotted to each course.

A freshman or sophomore who fails a term examination in any course will be allowed a condition examination in this course provided the grades of his class recitations, class tests and assigned reading tests total 27 points, 60 % of the possible 45 points allowed for this work. If the grades for the class recitations, class tests and assigned reading tests total less than 27 points, students will not be allowed a second examination, and will be marked as deficient in the course.

A student who fails a condition examination will be marked deficient in the course.

JUNIOR and SENIOR: A comprehensive examination in each course, junior philosophy excepted, is given at the end of each semester. These examinations will be preceded by preliminary class tests, assigned reading tests, and, in the case of Senior Philosophy courses, by quiz-class recitations. The amount of assigned reading matter will vary for students in the honors courses and those in the non-honors courses. There shall not be less than two class tests and one assigned reading test in the term. The subject matter of the comprehensive semester examination shall not formally include the assigned readings. In computing the grade for each semester 60 % will be allowed for the semester examination and 40 % for all preliminary tests and recitations. The 40 % allowed for preliminary tests and recitations will be divided as follows: Senior Philosophy: 20 % for class tests and 10 % each for quiz-class recitation and assigned reading tests; all other courses: 25 % for class tests and 15 % for assigned reading tests.

A junior or senior who fails a semester examination will be allowed a condition examination provided the grades of his class recitations, class tests and assigned reading tests total 24, 60 % of the possible 40 points allowed for this work. If a student's preliminary grades total less than 24 points, he will not be permitted a second examination, and will be marked deficient in the course.

A student who fails a condition examination will be marked deficient in the course.

Junior Philosophy: The courses in junior philosophy are divided into four treatises: Dialectics, Criteriology, Ontology and Cosmology. At the conclusion of each treatise a treatise examination is given. These examinations will be preceded by quiz-class recitations, preliminary class tests and assigned-reading tests. There shall not be less than one preliminary class test and one assigned reading test in each treatise. The subject-matter of the treatise examination will not formally include the assigned readings. In computing the grade for each treatise in Junior Philosophy 60 % will be allowed for the treatise examinations and 40 % for all preliminary tests and recitations. The 40 % allowed for preliminary tests and recitations will be divided as follows: 20 % for class tests, 10 % for quiz-class recitation, 10 % for assigned reading test.

A junior who fails a treatise examination will be allowed a condition examination provided the grades of his class recitations, class tests and assigned reading tests total 24 points, 60 % of the possible 40 points allowed for this work. If a student's preliminary grades total less than 24 points, he will not be permitted to take a second examination, and will be marked deficient in the course.

A student who fails a condition examination in any treatise in junior philosophy will be marked deficient in the course.

Oral Examinations

JUNIOR: At the end of the junior year a comprehensive oral examination will be held in the various treatises of philosophy studied during the year. To be eligible for this examination it is required that a student have passed successfully the examination given at the end of each treatise.

A student who fails the comprehensive oral examination in junior philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in junior philosophy.

SENIOR: At the end of the senior year a comprehensive oral examination will be held in all branches of philosophy studied during the year. To be eligible for this examination it is required that a student have passed successfully all semester examinations in senior philosophy.

A senior who fails a comprehensive oral examination in philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in senior philosophy.

Absence from semester comprehensive examinations or from the treatise examinations in philosophy is recorded as such on the student's record. Absentee examinations will be given to students who were absent from comprehensive examinations. In such cases credit for the course with a grade higher than the required passing grade of 60 % may be given only to those students whose absences were excused by the Dean of the College.

A fee of five dollars (\$5.00) will be charged for such absentee examinations.

EXAMINATION PROCEDURE

General Rules

All examinations conducted at Boston College are governed by the following rules:

1. With the exception of writing material, i.e., blue book, pen and pencil, and such other materials as may be required, v.g., compass and ruler, no student may bring into the examination room anything that may in any way be interpreted as a help in the examination. All rough work is to be done in the blue book.

2. Absolute silence is to be observed during the entire examination. Should anyone leave the examination room before the signal is given for the end of the examination, he should do so without in any way communicating with the other students in the room.

No one may leave his seat until he has completed his examination, when, after submitting his examination book, he is to leave the room immediately.

3. There is to be no communication, direct or indirect, either by word or gesture, between the examinees.

4. There is to be no borrowing or lending during the examination.

5. After the signal for the beginning of the examination, no questions may be asked, either of the Prefect or of any other person in the room.

6. Students coming late for an examination will be admitted to the examination room. However, no additional time will be allowed for the completion of the examination.

7. No one may be admitted late to examinations if any student who was present for the beginning of the examination has left the examination room prior to the arrival of the late comer.

Note

Violation of any one or any part of one of these regulations will be dealt with as follows:

For the first offense, loss of the examination paper and grade of ZERO with no right to further examination in the subject.

For the second offense, expulsion, regardless of the year during which this second offense occurs.

Attention of all students is called to the fact that the student's college record card carries a notation of all expulsions and the reasons for the expulsion. Expulsion under this condition carries with it the penalty of dishonorable discharge and transcripts of record and recommendations sent out from the office will bear a similar notation.

Laboratory Work

Failure to complete the assigned laboratory reports in the various sciences renders a student ineligible for mid-year and final examinations in these branches.

Final Examinations

Senior and Juniors must obtain from the Office of the Treasurer a card of admission to the Final Oral Examination in Philosophy. No one will be permitted to take the examination who does not present this card.

In the event that the examination is not taken at the time appointed, a delayed examination will be given in September. The fee for this examination is five dollars.

Sophomores and Freshmen must obtain from the Office of the Treasurer a card of admission to the final English examination. Without this card no one will be permitted to take this examination.

In the event that the examination is not taken at the time appointed, a delayed examination will be given in September. The fee for this examination is five dollars.

Class Standing and Promotion

The standing of a student in any subject is determined by the semester average. This average is obtained by adding together the marks received for class recitations and class tests and the mark received in the comprehensive semester examination, according to the plan outlined above.

The report of each student's class standing is sent to parents or guardians at the close of each semester.

The student's rank is determined by positions in one of five grades: A, 90-100; B, 80-89; C, 70-79; D, 60-69; E, below 60, deficient and unsatisfactory.

The student's standing for the year is determined by the Annual Average. This Average is obtained by adding together the Semester Averages of the two Semesters, and dividing this sum by two. In accordance with this Annual Average, class honors and promotions are determined. Class honors are conferred on the following basis: "Summa Cum Laude," when the Annual Average is 95% or over; "Magna Cum Laude," when the Annual Average is between 90 and 95%; "Cum Laude," when the Annual Average is between 85 and 90%.

A general average of at least 70% in three-fourths of the courses studied is required for graduation.

"Semester Hour" and "Semester Hour Credit"

The terms "Semester Hour" and "Semester Hour Credit" are employed in computing the amount of time which has been devoted to a subject in College, or the amount of work which has been done in a certain branch of study. In all cases where Semester Hours Credit are allowed, it is assumed that the course in question has been taken and passed successfully and that the student has received the mark which the College considers satisfactory for a passing mark. It is important, however, to observe that Semester Hours Credit, like Secondary School Units or Credits presented for admission to College, do not of themselves refer

to the calibre of the courses in which Credits are acquired; it is the responsibility of each College to guarantee the quality of the subject-matter studied in the various courses; Semester Hours and Semester Hours Credit regard only quantity; they merely represent the amount of time devoted to various branches and furnish a convenient method of computing the amount of work which in the judgment of the College authorities has been satisfactorily accomplished in a particular subject.

In accordance with the ruling of the Association of American Universities and Colleges: "A Semester Hour represents a course which meets once a week throughout a Semester."

A Semester Hour Credit is the standard educational recognition given for a Semester Hour in any given subject; that is to say, a Semester Hour Credit in a given subject signifies that that subject has been taken by the student for a Semester Hour. Thus, if a student takes a course for one class period per week during one Semester, he is allowed one Semester Hour Credit; if he takes the same course for two Semesters, he receives two Semester Hours Credit; if the course is conducted for four periods per week during one Semester, he receives four Semester Hours Credit; if he takes this course for a year, he is allowed eight Semester Hours Credit. In ordinary lecture courses, the class period should be of at least fifty minutes duration; in cases in which the class period is conducted in the style of a conference or seminar, the period should be longer, or a greater number of them will be required to give an equivalent number of Credits; in all Laboratory work, the length of a period required to give a Semester Hour Credit is twice the length of the ordinary lecture period.

Since there is a minimum of fifteen weeks of class in each Semester, it follows that a Semester Hour Credit in any subject represents the completion of fifteen class periods in any given subject, or their equivalent in conference or seminar periods, or thirty periods of laboratory work. Repetitions in class, written examinations, "Quiz" sessions and the like are not included in the computation of Semester Hours Credit.

Deficiencies

A deficiency signifies that a course in a given branch has not been successfully completed, and that credits will not be allowed for the course until the subject matter of the course has been repeated successfully in regular class sessions.

A deficiency may be removed only by repetition of the subject in regular course at Boston College or in another approved college, either in the regular school sessions or during the summer school sessions.

A student who has incurred deficiencies in courses totalling more than six (6) semester hours credit, will be dropped from the College. Should he be reinstated, he must repeat in class all the subjects in which he has failed and any other subjects which, in the discretion of the Dean, should be renewed.

No student may enter the Sophomore, Junior or Senior Class who has not removed all deficiencies before the first of September.

The number of semester hours credit allowed for the various courses of study may be found in the charts on pp. 57-66 or under the descriptions of specific courses.

A student who is dropped from the College for deficiencies in studies must, if he should desire to return, make application in writing to the Dean of Studies. His case will be submitted to the Committee on Standards for approval. If he is readmitted he will be put on probation for his first semester.

Home Study

All the endeavors of the faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately nineteen hours a week are spent in class work, and approximately two hours a day should be spent in the preparation of each individual class assignment.

Parental Co-operation

The efforts of teachers and prefects will be much facilitated if parents and guardians will cooperate with them in maintaining discipline and insisting on obedience to regulations made for the purpose. Parents are therefore asked:

1. To insist that the required amount of time be devoted to home study.
2. To notify the Dean of Men immediately in case of withdrawal of their son or of necessary detention from, or late arrival at class.
3. To give immediate attention to notification—always sent by the Dean of Men in case of unexplained absence—as also to any complaint registered by the Dean of Studies in regard to any considerable deficiency in class standing.

Disciplinary Regulations

It is the conviction of the college authorities that young men entering college do so with the sincere and earnest purpose of obtaining all the benefits of a college education. The college wishes them to be content and happy in their work and surroundings, to make friendships which will outlast college days and to take advantage of every opportunity which will make for their best interests in after-life.

To accomplish this purpose, there must be a well-ordered plan of work, a time for study and a time for recreation and relaxation. Whatever rules and regulations are necessary to bring out this desired effect, are made with that sole purpose. The college expects the students to be serious in purpose, gentlemanly, courteous, neat in appearance, respectful to their teachers and superiors, careful of their own property

and the property of others. Only when the conduct outlined above is not spontaneous are disciplinary measures required for the general well-being of the whole student body.

The college reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of conduct and academic work. In this manner the college believes itself to be the better judge of what affects the best interests of the college and of the student body. Once a student registers and attends college, he is held responsible for the regulations and traditions of the college. In fact most of the regulations are now as much tradition as they are regulations. They are the outward mark of the special characteristics of the Boston College man.

Gentlemanly Conduct

Students are held responsible to the College authorities for the requirements of gentlemanly conduct not only within the precincts of the College but at all times and in all places. Any violation of these requirements within the College precincts is subject to the disciplinary sanction specified below.

Student Activities

All activities, athletic or social or of any other nature, which may be directly or indirectly identified with the College, are subject to the explicit and definite approval of the Dean of the College.

Defacement of Property

Any student who is wilfully or carelessly responsible for the defacement of the property of the College is required to pay for its replacement or repair and is subject to the disciplinary sanction specified below.

Smoking

Smoking within the College buildings, except in the place designated, or within the immediate vicinity of the entrances to the buildings is strictly forbidden and subject to the disciplinary sanction specified below.

Automobiles

Automobiles brought by the students to the College campus are to be parked only on the College parking area.

At the beginning of the First Semester the license number and the registration number of the automobile are to be registered under the student's name at the office of the Dean of Men, from whom explicit permission for parking concession is to be obtained. Students are strictly forbidden to park automobiles on any of the roads within the College campus or on any of the streets surrounding the College property. Any

violation of this rule or any violation of the speed limit of twelve (12) miles per hour within the College grounds, makes the student liable to the forfeiture of the parking privilege at the discretion of the Dean of Men.

Demerits

Problems of Discipline are regulated by a system of Demerits. All Demerits are imposed by the Dean of Men.

Disorderly conduct: 2 demerits.

Smoking in forbidden places: 1 demerit.

Defacement of property: 3 demerits. Those who destroy or injure College property must reimburse the College according to the value of property injured or destroyed.

Deliberate neglect to attend College exercises: 3 demerits.

Cutting classes during periods which precede examination or test periods: 3 demerits.

A student who receives eight (8) demerits in any Semester will be put on probation and will be debarred from participation in all extra-curricular activities.

A student who receives fifteen (15) demerits in any Semester will be dropped from the College. At the end of each Semester all demerits will be cancelled.

AWARDS

General Excellence

A gold medal for general excellence in all branches studied during the entire four years in the College of Arts and Sciences is awarded each year at the annual commencement.

The William Cardinal O'Connell Religion Medal

A gold medal known as the William Cardinal O'Connell Medal, the gift of His Eminence William Cardinal O'Connell, is awarded at the annual commencement to the student who has attained the highest average in all courses of Religion studied during four years in the College of Arts and Sciences.

The Francis J. Brick Award

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College.

The Archbishop Williams Annual Essay Prize

The Archbishop Williams Annual Essay Prize of twenty-five dollars, the gift of the John J. Williams Council Knights of Columbus, of Roslindale, is awarded at the annual commencement to the student of the graduating class who has written the best essay on the subject "Scholastic Philosophy."

The John F. Cummins Memorial Essay Prize

The John F. Cummins Memorial Essay Prize of twenty-five dollars, the gift of the John J. Williams Council Knights of Columbus, of Roslindale, is awarded at the annual commencement to the student in the graduating class of the College of Arts and Sciences who has written the best essay on the subject "Columbus and Columbianism".

The Fulton Gold Medal

The Fulton Gold Medal, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, is awarded annually to the outstanding debater in the Fulton Prize debate.

The Gargan Medal

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the outstanding debater in the Marquette Prize Debate.

The Harrigan Award

The Harrigan Award, the income on fifteen hundred dollars, founded by the will of the late Reverend John H. Harrigan, of the class of 1889, is awarded annually to the winner of the Harrigan Oratorical Contest. This contest is open to all students in the College of Arts and Sciences.

Denis H. Tully Award

The Denis H. Tully Award, the income on two thousand dollars, founded by the will of the late Denis H. Tully, is awarded annually to students of the College of Arts and Sciences for the best papers on a theological subject.

ADMISSION

Requirements for Admission to The Freshman Class

General Statement

The administration of the Requirements for Admission to Boston College is in the hands of the Director of the Board of Admissions. The executive details are administered by the Dean of the Freshman Class and the Registrar of the College, who will gladly furnish application blanks and all desired information to prospective candidates, parents and Secondary Schools. Application on the form supplied by Boston College must be filed with the Boston College Registrar before May 15 to receive consideration for the June Entrance Examinations. To receive consideration for admittance in September all applications must be on file with the Boston College Registrar before August 20. For the duration the times set for Entrance Examinations will vary with the circumstances.

All applicants for admission to Boston College must have successfully completed four (4) years of study in an approved Secondary School; the studies taken in Secondary School must include a sufficient amount of the branches of study which the College recognizes for admission; the applicants must present evidence of graduation and of honorable dismissal from the authorities of the school or college which they last attended; they must also present evidence testifying to their good moral character and their general capability to follow the courses at Boston College and live up to the standards which the College exacts of its students. Moreover, candidates must present evidence of scholastic qualifications by passing successfully the examinations for entrance to Boston College.

As the enrollment of the Freshman Class is restricted in numbers, it is impossible for the College to accept all who satisfy the Entrance Requirements. Merely to satisfy the academic requirements, therefore, does not assure an applicant of admission to the College, since the applicants who will be accepted will be those whose qualifications are the best.

"Entrance Units"

When subjects taken in Preparatory School or High School are offered for admission to Boston College, and when the College investigates whether the applicant has taken a sufficient amount of the required subjects to satisfy the Entrance Requirements, the amount of time which has been devoted to the various branches of study in Secondary Schools is computed on a basis of "Entrance Units" or "Entrance Credits."

"Admission requirements are uniformly announced in terms of 'units.' The National Conference Committee on Standards of Colleges and Secondary Schools has described a unit in this way:

"A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a year's work.

"A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

"This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours, or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

Amer. Univ. and Coll. Amer. Counc. on Educ., Marsh, P. 27.

**List of Secondary School Units Acceptable
For Admission to Boston College**

<i>Units</i>	<i>Units</i>
English I (Grammar and Composition)	2
English II (Literature)	2
Ancient History	1
American History	1
English History	1
American History and Civil Government	1
European History	1
World History	1
Modern History	1
Medieval History	1
Civil Government	½
Problems of Democracy	1
Latin (Elementary)	1
Latin (Caesar)	1
Latin (Cicero)	1
Latin (Virgil)	1
Greek (Elementary)	1
Greek (Xenophon's Anabasis)	1
Greek (Homer's Iliad)	1
Elementary French	2
Intermediate French	1
Elementary German	2
Intermediate German	1
Elementary Italian	2
Intermediate Italian	1
Elementary Spanish	2
Intermediate Spanish	1
Elementary Algebra	1
Intermediate Algebra	1
Plane Geometry	1
Solid Geometry	½
Plane Trigonometry	½
Chemistry	1
Physics	1
Biology	1
Botany	1
Zoology	1
Economics	1
Astronomy	1
Elementary Science	1
Social Studies	1
Law	1

SECONDARY SCHOOL UNITS

For Various Courses at Boston College

Bachelor of Arts

Required Fifteen (15) Entrance Units

Latin	3
Algebra	1
Plane Geometry	1
English	4
Modern Language	2
Other Approved Subjects	4
	15

Bachelor of Science in Chemistry, Physics, Biology, Mathematics or Engineering

Required Fifteen (15) Entrance Units

English	4
Algebra	1½
Plane Geometry	1
Modern Language	2
Science (Chemistry, Physics or Biology)	1
Other Approved Subjects	5½
	15

Bachelor of Science in Education, History, Social Sciences

Required Fifteen (15) Entrance Units

English	4
Elementary Algebra	1
Plane Geometry	1
U. S. History	1
Modern Language	2
Other Approved Subjects	6
	15

Students lacking entrance units in Modern Language begin a language in Freshman year and continue it through Sophomore year. Candidates who cannot present entrance units in Modern Language may substitute credit in one of the subjects listed as acceptable for admission to Boston College.

Intermediate and elementary Modern Language courses are offered in French, German, Italian and Spanish. Intermediate courses presuppose at least two years of secondary school preparation in the language. Students who have had two years of preparation in a Modern Language

and wish to continue the study of this language must take the Intermediate courses. It is permissible for students who have had two years of high school preparation in a Modern Language to discontinue the study of this language and to begin the study of another at Boston College. The elementary course may not be taken in any language in which the student has had two years of secondary school preparation.

N. B. *German, elementary or intermediate, depending on the previous preparation, is prescribed in the B.S. courses in Chemistry and Physics.*

Scholarships and Scholarship Examinations

A list of all scholarships, their values, and any restrictions which may be attached to the awarding of them will be found on pp. 152-162.

Each year Boston College awards a number of scholarships by competitive examinations. These competitive scholarship examinations are identical with the June Entrance Examinations and are awarded on the basis of excellence in these examinations. Intention of entering these competitive examinations must be indicated by the candidate on the first page of the application blank in the space provided for this purpose.

Only those who would otherwise be fully certified can qualify for the Competitive Scholarship Examinations.

All scholarship candidates must fulfill all the requirements for admission to Boston College as outlined in this Bulletin.

Scholarship examinations will be held in connection with the May Examinations only.

No consideration will be given to preliminary examinations in determining the awards. All examinations must be taken the same year.

Procedure of Candidates for Admission to Freshman Class

1. Candidate should secure a copy of the Boston College application form, which will be provided on request.

2. The candidate himself is to fill in properly and completely the information desired on pages 1 and 4 of the Boston College application form.

3. Next the candidate is to take the application form to his secondary school principal with the request that the principal:

a) fill in the information desired on pages 2 and 3 of the application form.

b) mail the completed application form to the Boston College Registrar. (If a candidate has attended more than one secondary school, his scholastic record at each school should be sent by the respective principals or headmasters). It is important that Secondary School Records should come *directly* from the office of the principal to the Boston College Registrar. Records brought by students will not be accepted as official.

4. When the candidate's application form has been received properly completed, the candidate will be notified of his status by the Boston College Registrar.

Note—To receive consideration for the May Entrance (and Scholarship) Examinations, applications must be on file with the Boston College Registrar not later than May 1.

To receive consideration, for admittance in September, ALL applications must be filed before August 20.

All applicants for admission to Boston College, in addition to satisfying the general credit requirements already mentioned, must successfully pass the Entrance Examinations conducted by Boston College.

If the record of a candidate meets with the approval of the Board of Admissions, notice will be sent to him permitting him to take the examinations in question. It is not necessary to take examinations in all the branches which are studied in Secondary School and which are offered as Entrance Units; hence, notification will be sent at the same time, instructing the candidate which examinations he is to take.

Entrance Examinations are conducted by the Board of Admissions at Boston College in May and in August.

Entrance Examinations

The Boston College Entrance (and Scholarship) Examinations consist of a series of objective tests, suited to the Secondary School Curriculum, in the required subjects, to measure achievement. These tests should be taken "in stride", hence *special* preparation and "cramming" is not deemed advisable.

Examination Fees

The examination fee is five dollars. The fee is to be made payable to the Treasurer of Boston College. Candidates who wish to be considered for the Boston College Entrance Examinations must pay the examination fee at least one week before the date set for examinations. If a candidate is not permitted by the Board of Admissions to take the entrance examinations, the candidate will be notified and the examination fee will be refunded.

Successful candidates will be notified of their acceptance by the Registrar. Candidates who fail to take the examinations forfeit the examination fee.

Admission to Advanced Standing

A candidate seeking to transfer to Boston College from another college of approved standing should apply in writing to the Registrar of Boston College. At the same time he should have forwarded to Boston College from the Registrar of the College last attended an official transcript of the subjects taken in that college. This done, he will be informed in writing of the action of the College in his regard.

Annual Expense Requirements

Since this Institution is not endowed, it is normally dependent for support and development on the fees paid for tuition and for the other collegiate requirements. The following rules, therefore, must be strictly observed:

The payment of Tuition, Student Activities, Library and Registration Fees, is to be made by mail or in person, not later than the days assigned on the bill, which is mailed to the individual student about two weeks before the day assigned. Freshmen and other new students receive their first bills at the time of registration.

Bills as rendered are:

- (1) First Quarter—due on entrance in September.
Tuition: \$62.50.
With this quarter is also paid one-half of the Student Activities Fee (\$12.00) and one-half of the Library Fee (\$5.00).
At this time the Registration Fee is also paid: for Upper Classmen, \$1.00; for Freshmen and New Students, \$5.00.
Total: for Upper Classmen, \$80.50, for Freshmen and New Students, \$84.50.
- (2) Second Quarter—due on November 14.
Tuition: \$62.50.
- (3) Third Quarter—due at the opening of the Second Semester at the end of January.
Tuition: \$62.50.
Also the other half of the Student Activities and Library Fees: \$17.00. Total \$79.50.
- (4) Fourth Quarter—due on March 20.
Tuition \$62.50.

This arrangement does not prevent students from making payments half-yearly or yearly in advance, if they should wish to do so.

Science Fees are to be paid in full at the time of entrance to the various Science courses.

No student will be allowed to enter any class in September until his Class Card, which is issued at the Dean's Office on arrival, has been countersigned by the Treasurer, indicating that all financial matters have been satisfactorily adjusted.

Holders of full Scholarships are not exempt from the payment of Registration, Student Activities, Library and Science Fees at the time prescribed.

No refund of the Quarterly Tuition will be made after the expiration of the first week of the Quarter.

The "Student Activities" Fee subsidizes expenses incident to the conduct of various extra-curricular activities, entitles the student to subscriptions for the "Stylus" and the "Heights," to the usual athletic reductions and to a ticket of admission to the annual College Concert, the annual College Play and to various extra-curricular lectures provided by the College authorities.

Summary of Annual Expense Requirements

General Fees	Registration—upper classes (not refundable)	\$ 1.00
	Registration—new students (not refundable)	5.00
	Tuition—payable quarterly in advance	250.00
	Student Activities—payable semi-annually with tuition	24.00
	Library—payable semi-annually with tuition	10.00
	Condition Examination	5.00
Special Fees	Deficiency Course	20.00
	*Certificates, Marks, etc.	1.00
	Inorganic Chemistry	20.00
	Organic Chemistry	40.00
	Physical Chemistry	30.00
	Qualitative Analysis	15.00
	Quantitative Analysis	15.00
	Qualitative Organic Analysis	20.00
	Biochemistry	20.00
	Physics	15.00
	Biology	30.00
	Graduation	10.00

*No transcript will be sent from the Registrar's Office during the periods of Final Examinations and Registration.

Each student taking one or more Chemistry courses must keep a \$15.00 breakage deposit at the Treasurer's Office. Damage to equipment, or waste of chemicals by any student will be charged against his deposit. The laboratory fee covers rental of locker and apparatus, use of gas, water, electricity, chemicals and equipment, and the many incidental expenses of conducting a laboratory course.

Registration

To avoid the confusion and delay caused by a misunderstanding on the part of the registrants, attention is earnestly directed to the fact that Registration and the adjustment of Tuition payments are not to be postponed to the opening day of classes. The opening day of Freshman Classes is September 10, 1945. Students must register on the days assigned.

Method of Registration

On the days assigned for Registration, students should present themselves at the office of the Registrar, where a set of six printed cards will be issued to them. The student should not apply for a Registration Card unless he is prepared to make payment of his First Quarter bill in full. These cards will indicate the assignments of the class sections for the coming year and will be stamped with the approval of the Dean's Office. All the information asked for on these cards for the College files should be filled in and the card shown to the Registrar for his approval.

The student should then present himself at the Treasurer's Office. All the cards excepting two will be kept at the Treasurer's Office. The student will present one card at the Office of the Dean of Men and re-

ceive in return a "Student Activity Book"; the other is the student's Class Card and is shown to the Class Professors on the opening day of school.

No student will be allowed to enter class without this Class Card, stamped by the Dean's Office and countersigned by the Treasurer. Any student not present for the formal opening of classes should know that this absence will be counted among the limited number of absences which are allowed before a Deficiency is incurred.

Payment of Bills

It is recommended that payments of tuition, etc., be made by check or Postal Money Order.

Checks should be made out for the proper amount of tuition and fees. Since personal checks will not be cashed, any surplus over the proper amount for tuition, fees, etc., will not be refunded.

No refund of the Quarterly Tuition will be made after the expiration of the first week of the Quarter.

N. B. Business with the Treasurer will be transacted only during office hours: Daily 9:00 A. M. to 4:00 P. M.

Saturdays, 9:00 A. M. to 12:00 M.

Placement Office

Boston College offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. The Placement Office helps them in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields.

While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice. Students are advised to avail themselves of the opportunities for guidance which will be given at regular intervals.

GENERAL DESCRIPTION OF COURSES AND REQUIREMENTS FOR DEGREES—COLLEGE OF ARTS AND SCIENCES

Applicants are instructed to consider carefully their choice of course since no changes may be made after the course has been started.

The Jesuit system of education is based frankly on the fact that genuine education demands the supervision and control of trained, experienced educators, and is not a thing to be regulated by the inexperienced student himself. Keeping in view the essential distinction between collegiate and university education, as that of a general as distinguished from a special or professional education, the studies which have been found to be the best instruments for imparting this general education are prescribed; and these form the greater part of the curriculum. It is the immediate object of the education which makes this course imperative. It aims at the preliminary development of the whole man as the essence of education and its only legitimate meaning. After this is attained, specialization along particular lines may properly follow.

The College of Arts and Sciences at Boston College at the present time confers two academic degrees, Bachelor of Arts (A.B.), Bachelor of Science (B.S.). The various individual courses of study in particular branches, which are to be found listed on pages 57 to 66 of this Bulletin, are consequently arranged in two groups, each one leading to one of these two degrees. Within the Bachelor of Science group, there are again seven groups, since all students registering for this degree are expected to major in Biology, Chemistry, Physics, Mathematics, Education, History or Social Sciences.

The Bachelor of Arts Degree

The Courses for the Bachelor of Arts degree are divided into three separate groups:

1. A.B. Honors.
2. A.B. (Greek).
3. A.B. (Mathematics).

The Bachelor of Arts Degree with Honors

The course leading to the Bachelor of Arts degree with Honors is reserved to those students, who, in the judgment of the College authorities are endowed with more than ordinary talent and are capable of the high grade work which the course requires.

A course in Greek language and literature is required of all students in this course. A minimum of two years of college Greek will be required of all students in this course who have made preliminary studies in this language during two or three years of High School. For those who enter without these preliminary studies in Greek, an intensive college course of three years duration will be provided.

In addition to this study of Greek, students working for the Bachelor of Arts Degree with Honors must, at the time of graduation, be found to have obtained a grade of "A" (90-100%) or "B" (80-90%) in thirteen (13) major courses, and a grade of "C" (70-80%) in at least three-fifths of the remaining courses. These grades will be determined partly by class work, partly by comprehensive oral and written examinations. The scholastic success of the student will be noted on a special diploma by the qualifications of First, Second, Third Honors.

Applicants who elect to begin or continue the study of Greek, and whose scholastic record in secondary schools gives assurance that they will be able to meet these requirements, will be grouped in their Freshman Year into separate classes for the more extensive and more intensive work demanded for the Honors Course. In keeping with the greater capabilities of the students in these classes, and with the higher requirements of the Honors Course, these students will be required to cover a larger amount of matter in the various branches, both in class-room work and in assignments for personal work outside of class, than is ordinarily required for the other classes, and a much higher grade of work and more thorough and intensive application to assignments will be exacted of them. Any students in these classes who, at any point of the course, fail in the satisfactory performance of their work and make it clear that they will not be able to satisfy the requirements at the time of their graduation, will be dropped from the Honors Course and assigned to the other classes.

Students in the Honors Course will be expected to do original and intensive work in the branches which they select as their chosen field for special study in their Junior and Senior Years.

At the discretion of the Dean, students in the Honors Course may be exempted from regular attendance at classes, but must render an account of their work by written reports, by personal conference with their instructors, and in group discussions.

A. B. with Greek but Without Honors

Students who elect to take courses in Greek but whose scholastic record in secondary school gives no assurance that they will be able to meet the requirements of the course leading to the Degree of Bachelor of Arts with Honors, will be grouped into classes separate from the students in the Honors Course. These students will be given substantially the same curriculum as that prescribed for the Honors Course; that is to say, the same branches of study will be required, but the amount of matter taken and the assignments of personal work will be lessened. For those who enter without preliminary studies in Greek, an intensive college course of three years duration will be provided. At the completion of their course, these students will receive the degree of Bachelor of Arts. The degree will be conferred without any qualifications or specifications, save the customary ones of "cum laude" (with distinction), "magna cum laude" (with high distinction), "summa cum laude" (with highest distinction). To receive the degree, it will, of course, be necessary for

the student to have completed all his courses successfully with a rank of at least 60%. An average of at least 70% in three-fourths of the courses studied is required for graduation.

A. B. Degree with Mathematics

The courses leading to the Bachelor of Arts degree with Mathematics are identical with those in the Bachelor of Arts degree without Honors, with these exceptions: during Freshman year a course in History and in Sophomore year a course in Calculus are required in place of Greek.

Science Courses in the A. B. Curriculum

At least one course in Chemistry or Physics or Biology is required of all students in the Bachelor of Arts Curriculum. Every opportunity is given to the students to major in science. Mathematics is required of all.

Studies Preparatory to Professions which are Offered in the A. B. Curriculum

In order to prepare students in the Bachelor of Arts curriculum for entrance into professional schools after graduation from college a special program of studies is offered to meet the requirements of these institutions.

Pre-Legal Studies

Students who plan to enter Law School may elect courses in Economics, Government and History. No other courses are specified as Pre-Legal Studies, nor should too much stress be placed upon these branches to the detriment of the cultural subjects so necessary to all professions.

Pre-Medical and Pre-Dental Studies

Since certain courses, peculiar to Pre-Medical students, will be necessary in both Freshman and Sophomore years, a decision should be reached before entering the College. Occasional exceptions may be granted by which a student may enter upon Pre-Medical courses at the successful completion of his Freshman year. This arrangement is subject to the discretion of the Dean. No student may take up the Pre-Medical studies after he has once begun his Sophomore year.

The following schedule has been accepted by the American Medical Association as the minimum requirement of credits for entrance to a Class A Medical School:

English	6	Hours
Inorganic Chemistry	8	"
Organic Chemistry	4	"
Physics	8	"
Biology	8	"
Foreign Language	8	"
Credit in Subjects other than Science	12	"
Additional College Credit to Total	60	"

Some colleges have arranged a schedule whereby pre-medical credits may be obtained in two years of study. But with the number of medical aspirants growing every year, few medical schools now admit students without a college degree. It is believed that the more extensive the preliminary education, and the consequent increase in culture, the better fitted the individual will be to pass with success through the vast field of experiences of all sorts, which await the follower of Hippocrates in the practice of his profession. The physician deals with life and death; he is constantly engaged in difficult cases involving honor or dishonor. To conduct himself under all circumstances with the circumspection and the heroism expected in one of his calling, there is imperative need of much more than even skillful preparation for handling surgical tools or readiness in grasping the details of the pharmacopoeia. For this reason Boston College recommends a Bachelor of Arts curriculum.

The Bachelor of Science in Biology Course also more than fulfills the preliminary requirements for medical school, but as it necessarily sacrifices some cultural subjects for strictly scientific studies, this course is generally chosen by those specially interested in this topic.

Candidates who wish to prepare for a dental school will follow either the A. B. Pre-Medical curriculum or the B. S. Biology curriculum.

Bachelor of Science Curriculum

The degree of Bachelor of Science will be conferred on the completion of any one of seven sets of courses, which fall into two general groups.

The first group consists of three curricula which are Bachelor of Science courses in the strict sense of the term "Science," *i.e.* the natural or physical sciences; that is to say, these courses are made up of general studies (such as English, Philosophy, etc.) and of strictly scientific studies in Biology, Chemistry, Physics.

The second group of Bachelor of Science courses consists of four curricula which are Bachelor of Science courses in the broad sense of the term; that is to say, these courses are made up of general studies (such as English, Philosophy, etc.) and of studies in the four departments of Mathematics, Education, History, Social Sciences.

Students who register for the Bachelor of Science courses must major in one of these departments, particularly in their Junior and Senior years, chiefly by the selection of elective courses in these and related subjects. In this group, also, many studies are common to all the students; however, since certain special courses peculiar to the smaller groups are necessary in Freshman and Sophomore years, it will be necessary for an applicant, before entering the College, to have made his decision as to which of the four he chooses to follow, and to indicate this at the time of his application.

The Bachelor of Science in Chemistry

The course of studies, leading to the degree of Bachelor of Science in Chemistry, embraces the usual undergraduate subjects that are necessary for or facilitate the acquirement of a thorough knowledge of the fundamentals of chemistry and, in addition, bears the distinction of including extensive studies in languages, philosophy and religion. To give a steady and wholesome outlook on life and its problems, to engender in the mind habits of right thinking, to instill a correct sense of values in placing eternal truths above all else, the courses in Scholastic Philosophy and Religion find a place in the science curriculum that is not usually accorded them outside of Catholic colleges. Such a B. S. course equips the student with a well-rounded background and a mind well-equipped for individual thinking that he can bring to bear on the scientific problems which he will encounter in the profession of his choice.

The first course in Chemistry is Inorganic Chemistry which treats of inorganic material and the general laws governing the changes which take place. In addition to this, the student will study Semi-micro-Qualitative Analysis or the detection of metallic and acid radicals using semi-micro technique. This course is followed by two semesters of Quantitative Analysis in which the amount of substance present is determined by volumetric methods, and stress is laid on mathematical accuracy. In Junior year Organic Chemistry, the study of the compounds of carbon, is taken together with Physical Chemistry which is best described as an advanced treatment of the generalizations or laws and the theories of chemistry. In Senior year the student must take a course in Qualitative Analytical Organic Chemistry and a course in Quantitative Inorganic Analysis in which the amount of substance present is determined by gravimetric methods. Both these latter courses are taken in the first semester, and in the second semester the student elects two semester courses from a variety of electives offered, which include Biochemistry, Semi-micro Quantitative Analysis, Quantitative Organic Analysis, Colloids, Advanced Inorganic, and Industrial Chemistry.

Since no one branch of science is completely independent, the scientific part of the course is completed by the selection of suitable courses in the allied branches of Physics, Mathematics and Biology. Clearness of expression is essential in any field and is especially to be desired in science. The courses in the languages are included for this purpose and are an essential part of the program.

The Bachelor of Science in Physics

The course of studies leading to the degree of Bachelor of Science in Physics at Boston College differs from that same course in many other schools in its purpose and in the selection of studies to obtain this purpose. The purpose of the course is culture and mental and moral development. In his four years at college the student does not specialize,

but merely selects the courses in physics as his major study. All students in this course are required to take twenty-four (24) credits in the languages, that they may be able to express themselves clearly and in an interesting manner. But the student must have some truth to express. This truth he learns in the required courses of religion for four years (8 credits), of history (6 credits) and of philosophy (28 credits). In this way sixty-six (66) credits out of the required one hundred and forty-two (142) credits are in branches outside the natural sciences and mathematics. During the four years of college the moral faculties of the student are developed, as well as the intellectual faculties, by an insistence upon the necessity of a true and moral evaluation of the events in life. In this way the foundations are made strong for a moral and religious life in his future work.

Only a small part of this course is information. Rather formation is the work of the four years. To obtain this formation and training, the student uses the science of physics as the major instrument. His next important course is mathematics and the next, chemistry. Twenty-four (24) credits are required in mathematics during the four years. In his first two years, he obtains this training in accurate and logical thinking by courses in College Algebra, Analytical Geometry, and Differential and Integral Calculus. Then, on this foundation he advances in his last two years to courses in Differential Equations, Advanced Calculus, Vector Analysis and Partial Differential Equations of Physics. The second minor is chemistry. Because of the intimate connection between physics and chemistry sixteen (16) credits in Inorganic Chemistry and Qualitative and Quantitative Analysis are required.

The major branch in all four years is physics. Thirty-six (36) credits are required in this study of the world in which we live today. A general course in molecular and wave physics is given in the first two years as a foundation for advanced work. In the third year the student takes a mathematical study of the facts of Mechanics and Heat and the Theory of Measurements. In his last year the student rounds out the course with Alternating Currents and Optics and Modern Physics. For four years he is trained in the scientific method of observing the facts, measuring the quantities, and reasoning by induction and deduction. The laboratory of the four years makes the student active in his own investigations and removes him from the passive state of merely listening to lectures.

With this training in the languages, history, philosophy, religion, mathematics, and the natural sciences, the student is prepared to cope with the rapidly changing conditions of the world in any profession he may care to follow. But he is prepared in a very special way for civil, electrical, mechanical, illumination, and any other kind of physical engineering.

The classes are limited in Freshman, so that the culture and the mental and moral development of each student can be frequently tested.

The Bachelor of Science in Education

The arrangement of subjects in the curriculum leading to the degree of Bachelor of Science in Education is designed to promote a broad cultural education in conjunction with a specialized training for prospective teachers. The concentrated work in educational subjects aims at acquainting the student with the ideals and principals underlying the educational process and gives him an insight into the useful methods and techniques observed in the teaching process. Underlying the organization of this Bachelor of Science curriculum is the idea that while efficiency in teaching depends upon scientific, methodical procedure, it requires, nonetheless, culture of person, liberality of vision and broad appreciation of life. Teaching is understood to be more than instruction by applied techniques—it is development by personal influence.

Accordingly, the student in his Freshman year pursues an educational course that serves to adjust him to the field of Education generally. During the first semester the student takes an introductory course called Orientation in Education which acquaints him with the nature of the work comprised in the professional training of teachers. In the second semester of Freshman year comes a course in History of Education. The purpose of this course is to cultivate sound judgment based upon experience with schools and teaching.

In the Sophomore year this curriculum comprises the same courses as in Freshman but of a more advanced nature. The History of Education is continued into the Modern Period in the first semester and this is followed in the second semester by a study of Principles of Education or fundamental ideas concerning meaning, aims and practices in Education.

In a sense the first two years of work in this Bachelor of Science curriculum are preparatory wherein the Education courses are balanced by courses in English, Modern Foreign Language, Mathematics and History.

Entering his Junior year the student of this course is prepared to concentrate in Education and may in the course of his Junior and Senior years take an additional total of twenty-four credits in the subject.

With his progress to Junior year, then, the student's work becomes more intensive both in the professional educational courses and in the general cultural courses. The latter phase of the work is built around Philosophy, for training the mind; the Natural Sciences, for an understanding of the world in which we live; and Religion, for appreciation and regulation of man's moral life. In combination these courses give a deeper insight into the meaning of Education and its relationship to man's nature, needs and destiny.

The Educational courses in Junior year begin with a course in practical training in classroom methods and techniques. In this course theories and principles are given practical interpretation and translated into actual teaching procedure. With this course in the first semester goes Logic (Educational). This is followed in the second semester of Junior year

by Character Education which analyzes character, discusses its place in a teaching program and establishes proper principles and procedures for effective character formation.

In the Senior year the basic courses in the student's general education, Religion and Philosophy and Education, are continued. The following courses are required during the first semester: Educational Psychology, Advanced Empirical Psychology and Educational Sociology. The study in Educational Psychology makes an analysis of the powers, traits and dispositions in human beings as these are related to the learning and teaching processes while Advanced Empirical Psychology is a general study of the faculties and powers of man. In the second semester the required courses are: Philosophy of Education, which establishes the true idea of education and the ultimate norms of educational values; Advanced Rational Psychology, a study of the human soul and its powers; Special Ethics, a study of man's ethical nature, his duties and responsibilities in life; and Educational Tests and Measurements.

These are the stipulated requirements for the Bachelor of Science degree in Education at Boston College. But certain imponderable factors enter also into the estimate of a student's eligibility for such a degree. Besides the scope and quality of the work established by this curriculum, consideration is given such qualities and achievements as attitude, motives, application, deportment, cultural refinement, devotion to learning and things of the mind, human interests, spiritual progress and general evidences of scholarship and Christian character. He is expected to live the cultural life of Boston College, not merely to learn and imbibe information.

The Bachelor of Science in History

The degree of Bachelor of Science in History affords an excellent cultural education. Students in this division take courses in Philosophy, Religion, English, Modern Language, Mathematics and Science; in addition, more intensive courses in History and History of English Literature are prescribed. For electives, detailed studies of special historical fields are offered. The purpose of the degree is not to develop trained research workers, properly the work of graduate schools, but to give that broad cultural training which results from the knowledge of the political, religious, artistic, and scientific achievements of the past. All the courses, general or special, are based on the principle that History is the record of the whole of civilization; hence the students must acquaint themselves with the achievements of man in the fields of art, architecture, and literature as well as with man's record in religion, government, and science. The familiar study of the great men of history affords not only fine intellectual but excellent character training too.

The history courses are integrated with the philosophy and literary courses so that the student may make History, the laboratory, as it were, where Philosophy finds its concrete actualization, and where the background so necessary to the proper appreciation of literature may be ob-

rained. As is but fitting in a Catholic college, in all courses due attention is paid to the history of religion. In the Freshman and Sophomore years, all candidates for this degree follow a thorough survey course in the history of the Christian Era, four semesters, three hours a week. In the Junior and Senior years, the candidates specialize in particular fields with more detailed courses. These courses are as follows: Ancient History, Eastern Civilization and Greek History, Roman History, Medieval History, Cultural History of the Middle Ages, Irish History, Cultural History of the Renaissance, the Continental Reformation, the French Revolution, the Nineteenth and Twentieth Centuries, American History, Colonial History, National History to 1898, and Recent American History. In addition other elective courses may be had in other fields of History as listed in the Department of History.

The Bachelor of Science in Social Sciences

This course of study, which leads to the degree of B. S. in Social Science, is offered for those students who have enrolled in Boston College as candidates for the Bachelor of Science degree, and who plan to elect sociology, economics, or government as their major subject, or field of concentration.

The four years course specializing in social science is designed, (a) to provide an adequate foundation in sociology, economics, and government for those students who intend to pursue graduate studies in these scientific disciplines and become candidates for the higher degrees; (b) to prepare students for entrance into approved schools of social work; and (c) to provide for the training of those students who realize that there is a function to be performed in society by men skilled in the social sciences, who are interested in economic and social problems and who therefore desire to be equipped to understand and to cope intelligently with the rapidly changing conditions in the society of which they are a part.

In addition to a number of required subjects, including Religion, Philosophy, Mathematics, English, History, Modern Language, and Natural Science, which provide the student with an indispensable foundation of a religious and moral training and the broad cultural background as well as coordination for future specialization, the candidate for the degree of B. S. in Social Sciences takes five courses in the Social Science field. In the sophomore year, a student must elect his major field in Economics, Government or Sociology.

Groups of Courses

Hence, though there are only two academic degrees for which students are registered at the College, there are really twelve groups of courses offered by the College, each leading to a particular objective: (1) A.B. with Honors; (2) A.B. with Greek; (3) A.B. with Mathematics; (4) A.B. (of any group) with Pre-Medical Studies; (5) A.B. (of any group) with Pre-Legal Studies; (6) B.S. in Biology; (7) B.S. in Chemistry; (8) B.S. in Physics; (9) B.S. in Mathematics; (10) B.S. in Education; (11) B.S. in History; (12) B.S. in Social Sciences.

Selection of Curriculum

Students from High School applying for admission to the College will be expected to signify not only which of the two general groups (A.B. or B.S.) it is their intention to enter, but also they will find it necessary to indicate which curriculum within these two general groups they choose to follow.

Thus students registering for the Bachelor of Arts curriculum must choose whether or not they wish to take the Greek courses, and thus indicate whether or not they wish to attempt to qualify for the degree of Bachelor of Arts with Honors or for the degree of Bachelor of Arts without honors. From the number of those who elect to take the courses in Greek, those students who in the opinion of the Board of Admissions are capable of outstanding work will be selected to form the class in the Honors Course. Since the College considers the curriculum including Greek as characteristic of its ideal in education, and looks upon the student who has successfully met the requirements of the Honors Course as the truest representative of its cultural tradition, it is expected that as many as possible will apply for enrollment in this course. Students who plan to study for the Priesthood, particularly in the local Diocesan Seminary, will be required to take the A.B. course including Greek.

Students who are registering for the Bachelor of Arts curriculum should also choose in as many cases as possible whether or not they wish to take the pre-medical studies. Those who plan to take the pre-legal studies need not indicate this fact until Junior year.

Students who are registering for the Bachelor of Science curriculum will be required to choose whether they wish to join the scientific group, taking courses in either Biology, Chemistry, Physics or Mathematics, or the group taking courses in Education, History or Social Sciences.

In some cases, this determination of the group which the applicant will enter, will be automatically made by comparing the Entrance Units which the students offers from High School with the requirements for each group. But in cases in which this comparison leaves the applicant free, he may choose any one of the groups which suits his purpose in coming to the College. In this very important choice, the applicant is expected to study this Bulletin and to consult with the Dean of Freshman Class, the Registrar of the College, or the Director of Educational Guidance, who are prepared to interpret the prescriptions of the College, and to assist the applicant in making his choice. In any case in which the applicant has no definite and special reason for choosing one of the groups, he will be expected to follow the guidance of the College authorities, who will place him properly according to their judgment of his capabilities as shown by his record, and also in the light of his own preferences as expressed and explained to them.

Prescribed Curriculum

With these exceptions, the College prescribes the details of the curriculum. Hence, once a student has registered for a particular curriculum, or

once he has joined a particular group within that curriculum, he may not at will change to another. Certain few exceptions may be possible but these are granted only after consultation with the Dean of Studies and the Heads of Departments involved. Furthermore, with the exception of the Elective courses in Junior and Senior years mentioned above, all students must follow the prescriptions laid down by the College in detail for each group.

"Major" Study in Electives

Towards the end of the Sophomore year, every candidate for an A.B. degree must select, with the advice of his Faculty Adviser, one Elective Branch as a "Major" study or "field of concentration" to be followed during the last two years of his course. (The field of concentration is determined by candidates for the B.S. degree in electing their courses upon entering Freshman year.) In this decision, the main factor should be, not the student's desires, but his prospective vocation in life. It will be demanded of him, therefore, that he at this time settle upon some career, at least provisionally, and his group of Elective studies will be drawn up by the Faculty with this in view; thus, what is elective with the student is not so much his studies, especially in details, but his vocation.

A "Major" study comprises: (a) 18 semester hours of "Upper Division" instruction either in the same subject or in subjects so closely related as to form a well unified field of study; (b) assigned reading or investigation in the designated subject; (c) before April 1st of the Senior Year, the student will be obliged to submit a thesis of approximately 3,000 words on some portion of his "Major" approved by the Head of the Department.

The main purpose of this "Major" study is to give unity to the Elective studies. In all cases it is plainly understood that whatever a student's "Major" may be, he is always obliged to follow the prescribed courses of Philosophy, Evidences and the one Science (Biology, Chemistry or Physics) in the Junior and Senior Years.

This arrangement of Elective studies will be so ordered that at the time of graduation, the student will be well equipped to continue with graduate studies in his chosen field.

The departments of study in which the "Major" or "field of concentration" is to be chosen are:

Biology	Government
Chemistry	History
Classics	Pre-Legal Studies
Economics	Mathematics
Education	Philosophy
English	Physics
German	Romance Languages
	Social Studies

BACHELOR OF ARTS
General and Pre-Medical

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Latin 1-2	3 hrs.	3 hrs.	6
Greek 1-2 or 5-6	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	32
SOPHOMORE YEAR			
English 21-22	3 hrs.	3 hrs.	6
Latin 21-22	3 hrs.	3 hrs.	6
¹ Greek 23-24			
² Greek 21-22 or Mathematics 31-32	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
Modern Language 11-12 or 21-22....	3 hrs.	3 hrs.	6
³ Chemistry 11-12 or	2 hrs., 2 lab.	2 hrs., 2 lab.	8 or
History 21-22	3 hrs.	3 hrs.	6
	17 or 20 hrs.	17 or 20 hrs.	32 or 34
JUNIOR YEAR			
Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Religion 41-42	2 hrs.	2 hrs.	2
⁴ Physics 43-44	3 hrs., 1 lab.	3 hrs., 1 lab.	8
⁵ Electives	6 hrs.	6 hrs.	12
	19 hrs.	19 hrs.	34
SENIOR YEAR			
Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Religion 101-102	2 hrs.	2 hrs.	2
⁶ Electives	6 hrs.	6 hrs.	12
	16 hrs.	16 hrs.	30

¹Students who begin the study of Greek at Boston College must take Greek in Sophomore Year.

²Advanced Greek students may take Greek or Mathematics.

³Chemistry must be taken by Pre-Medical Students.

⁴Chemistry or Biology may be substituted for Physics.

⁵General Biology and Organic Chemistry must be taken by Pre-Medical Students.

⁶Embryology, Histology, Quantitative Chemistry and Biochemistry must be taken by Pre-Medical Students.

BACHELOR OF ARTS
Mathematics Option and Pre-Medical

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 _____	3 hrs.	3 hrs.	6
Latin 1-2 _____	3 hrs.	3 hrs.	6
Mathematics 3-4 _____	3 hrs.	3 hrs.	6
Religion 1-2 _____	2 hrs.	2 hrs.	2
Modern Language 1-2 or ¹ 11-12 _____	3 hrs.	3 hrs.	6
History 1-2 _____	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	32

SOPHOMORE YEAR			
English 21-22 _____	3 hrs.	3 hrs.	6
Latin 21-22 _____	3 hrs.	3 hrs.	6
Mathematics 31-32 _____	3 hrs.	3 hrs.	6
Religion 21-22 _____	2 hrs.	2 hrs.	2
Modern Language 11-12 or 21-22 _____	3 hrs.	3 hrs.	6
¹ Chemistry 11-12 or _____	2 hrs., 2 lab.	2 hrs., 2 lab.	8 or
History 21-22 _____	3 hrs.	3 hrs.	6
	20 or 17 hrs.	20 or 17 hrs.	34 or 32

JUNIOR YEAR			
Philosophy ² 41-42-43-44 _____	6 hrs.	6 hrs.	12
Religion 41-42 _____	2 hrs.	2 hrs.	2
² Physics 43-44 _____	3 hrs., 1 lab.	3 hrs., 1 lab.	8
³ Electives _____	6 hrs.	6 hrs.	12
	19 hrs.	19 hrs.	34

SENIOR YEAR			
Philosophy 101-102-103-104 _____	4 hrs.	4 hrs.	8
Philosophy 105-106 _____	4 hrs.	4 hrs.	8
Religion 101-102 _____	2 hrs.	2 hrs.	2
⁴ Electives _____	6 hrs.	6 hrs.	12
	16 hrs.	16 hrs.	30

¹Chemistry must be taken by Pre-Medical Students.

²Chemistry or Biology may be substituted for Physics.

³General Biology and Organic Chemistry must be taken by Pre-Medical Students.

⁴Embryology, Histology, Quantitative Chemistry and Biochemistry must be taken by Pre-Medical Students.

BACHELOR OF SCIENCE IN MATHEMATICS

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
History 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
	—	—	—
	19 hrs.	19 hrs.	34

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Mathematics 31-32	3 hrs.	3 hrs.	6
History 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	—	—	—
	21 hrs.	21 hrs.	34

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Religion 41-42	2 hrs.	2 hrs.	2
Mathematics Electives	6 hrs.	6 hrs.	12
Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	17 hrs.	17 hrs.	32

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Religion 101-102	2 hrs.	2 hrs.	2
Mathematics Elective	3 hrs.	3 hrs.	6
Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	16 hrs.	16 hrs.	30

BACHELOR OF SCIENCE IN BIOLOGY

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
French or German 1-2 or 11-12	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
	—	—	—
	23 hrs.	23 hrs.	36

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Biology 31-32	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 25-26	2 hrs., 2 lab.	2 hrs., 2 lab.	8
French or German 11-12 or 21-22	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
	—	—	—
	20 hrs.	20 hrs.	30

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Biology 51-52	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 51-52	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Religion 41-42	2 hrs.	2 hrs.	2
History 41-42	3 hrs.	3 hrs.	6
	—	—	—
	24 hrs.	24 hrs.	36

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Biology 101-102	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Biology 103	3 hrs.		3
Chemistry 142		2 hrs., 2 lab.	4
Religion 101-102	2 hrs.	2 hrs.	2
	—	—	—
	19 hrs.	22 hrs.	33

BACHELOR OF SCIENCE IN CHEMISTRY

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
German 1-2 or 11-12	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
	<hr/> 23 hrs.	<hr/> 23 hrs.	<hr/> 36

SOPHOMORE YEAR			
English 21-22	3 hrs.	3 hrs.	6
Mathematics 31-32	3 hrs.	3 hrs.	6
Chemistry 27-28	3 hrs., 3 lab.	3 hrs., 3 lab.	10
Biology 31-32	2 hrs., 2 lab.	2 hrs., 2 lab.	8
German 11-12 or 21-22	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
	<hr/> 26 hrs.	<hr/> 26 hrs.	<hr/> 38

JUNIOR YEAR			
Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Chemistry 51-52	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Chemistry 121-122	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Religion 41-42	2 hrs.	2 hrs.	2
History 41-42	3 hrs.	3 hrs.	6
	<hr/> 23 hrs.	<hr/> 23 hrs.	<hr/> 36

SENIOR YEAR			
Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Chemistry 161	1 hr., 2 lab.		3
Chemistry 111	2 hrs., 2 lab.		4
Chemistry 142		2 hrs., 2 lab.	4
Chemistry 152		2 hrs.	2
Religion 101-102	2 hrs.	2 hrs.	2
	<hr/> 21 hrs.	<hr/> 18 hrs.	<hr/> 31

In Senior Year the student majoring in Chemistry is guided in the study of some special topic in Chemistry in which he shows particular interest.

BACHELOR OF SCIENCE IN PHYSICS

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
German 1-2 or 11-12	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	23 hrs.	23 hrs.	36

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Mathematics 31-32	3 hrs.	3 hrs.	6
Physics 31-32	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 25-26	2 hrs., 2 lab.	2 hrs., 2 lab.	8
German 11-12 or 21-22	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	22 hrs.	22 hrs.	36

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Physics 111-122	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Physics 192	3 hrs.	3 hrs.	4
Mathematics 141-142	3 hrs.	3 hrs.	6
Religion 41-42	2 hrs.	2 hrs.	2
History 41-42	3 hrs.	3 hrs.	6
	<hr/>	<hr/>	<hr/>
	22 hrs.	22 hrs.	38

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Physics 151-152	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Mathematics 151-143	3 hrs.	3 hrs.	6
Religion 101-102	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	18 hrs.	18 hrs.	32

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
German 1-2 or 11-12	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
Electrical Engineering 1-2	1 lab.	1 lab.	2
Electrical Engineering 3-4	1 lab.	1 lab.	2
	<hr/> 27 hrs.	<hr/> 27 hrs.	<hr/> 40
SOPHOMORE YEAR			
English 21-22	3 hrs.	3 hrs.	6
Mathematics 31-32	3 hrs.	3 hrs.	6
Electrical Engineering 31-32	3 hrs., 1 lab.	3 hrs.	7
Electrical Engineering 33-34	1 hr. 1 lab.	1 hr. 1 lab.	4
Electrical Engineering 35	2 hrs., 1 lab.		3
Electrical Engineering 36		3 hrs., 1 lab.	4
Electrical Engineering 37-38	3 hrs., 1 lab.	3 hrs.	7
Religion 21-22	2 hrs.	2 hrs.	2
	<hr/> 25 hrs.	<hr/> 22 hrs.	<hr/> 39
JUNIOR YEAR			
Philosophy 41-42-43-44	3 hrs.	3 hrs.	6
Religion 41-42	2 hrs.	2 hrs.	2
Electrical Engineering 41-42	3 hrs., 2 lab.	3 hrs., 2 lab.	10
Electrical Engineering 43-44	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Electrical Engineering 45	2 hrs., 1 lab.		3
Electrical Engineering 48		3 hrs., 1 lab.	4
Mathematics	3 hrs.		3
Economics	3 hrs.	3 hrs.	6
	<hr/> 27 hrs.	<hr/> 25 hrs.	<hr/> 42
SENIOR YEAR			
Philosophy 101-102-103-104	3 hrs.	3 hrs.	6
Philosophy 105-106	3 hrs.	3 hrs.	6
Religion 101-102	2 hrs.	2 hrs.	2
Mathematics	3 hrs.		3
Electrical Engineering 51	3 hrs., 2 lab.		5
Electrical Engineering 53-54	3 hrs., 3 lab.	3 hrs., 3 lab.	12
Electrical Engineering 56		3 hrs., 1 lab.	4
	<hr/> 27 hrs.	<hr/> 22 hrs.	<hr/> 38

Note: This curriculum is at present inoperative.

BACHELOR OF SCIENCE IN EDUCATION

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
English 11-12	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
History 1-2	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
	<hr/> 17 hrs.	<hr/> 17 hrs.	<hr/> 32

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
¹ Elective	3 hrs.	3 hrs.	6
Education 1-2	3 hrs.	3 hrs.	6
History 21-22	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
	<hr/> 17 hrs.	<hr/> 17 hrs.	<hr/> 32

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Education 21-22, 51-52	6 hrs.	6 hrs.	12
Religion 41-42	2 hrs.	2 hrs.	2
² Physics 43-44	3 hrs., 1 lab.	3 hrs., 1 lab.	8
	<hr/> 19 hrs.	<hr/> 19 hrs.	<hr/> 34

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Education 101-141	3 hrs.	3 hrs.	6
Religion 101-102	2 hrs.	2 hrs.	2
Elective in Allied Field	3 hrs.	3 hrs.	6
	<hr/> 16 hrs.	<hr/> 16 hrs.	<hr/> 30

¹Elective: Differential and Integral Calculus, Geography or a second Modern Language.

²Chemistry or Biology may be substituted for Physics.

BACHELOR OF SCIENCE IN HISTORY

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
English 11-12	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
History 1-2	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	32

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
History 21-22	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Economics 31-32	3 hrs.	3 hrs.	6
¹ Electives	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	32

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Religion 41-42	2 hrs.	2 hrs.	2
History Electives	6 hrs.	6 hrs.	12
² Physics 43-44	3 hrs., 1 lab.	3 hrs., 1 lab.	8
	19 hrs.	19 hrs.	34

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Religion 101-102	2 hrs.	2 hrs.	2
History Elective	3 hrs.	3 hrs.	6
Elective in Allied Field	3 hrs.	3 hrs.	6
	16 hrs.	16 hrs.	30

¹Elective: Differential and Integral Calculus, Geography or a second Modern Language.

²Chemistry or Biology may be substituted for Physics.

BACHELOR OF SCIENCE IN SOCIAL SCIENCES

NOTE: Those who do not wish to concentrate in any particular field of the Social Sciences, may choose their courses, under direction, from any offered in the field of Social Sciences.

Concentration in Economics, Government or Sociology

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
English 11-12	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
History 1-2	3 hrs.	3 hrs.	6
Religion 1-2	2 hrs.	2 hrs.	2
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	32
SOPHOMORE YEAR			
English 21-22	3 hrs.	3 hrs.	6
History 21-22	3 hrs.	3 hrs.	6
¹ Economics 31-32 or Sociology 31-32	3 hrs.	3 hrs.	6
Religion 21-22	2 hrs.	2 hrs.	2
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
² Elective	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	32
JUNIOR YEAR			
Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Religion 41-42	2 hrs.	2 hrs.	2
Concentration	6 hrs.	6 hrs.	12
³ Physics 43-44	3 hrs., 1 lab.	3 hrs., 1 lab.	8
	19 hrs.	19 hrs.	34
SENIOR YEAR			
Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Religion 101-102	2 hrs.	2 hrs.	2
Concentration	3 hrs.	3 hrs.	6
Elective in Allied Field	3 hrs.	3 hrs.	6
	16 hrs.	16 hrs.	30

¹Students majoring in Economics or Government take Economics 31-32; students majoring in Sociology take Sociology 31-32.

²Elective: Differential and Integral Calculus, Geography or a second Modern Language.

³Chemistry or Biology may be substituted for Physics.

THE GRADUATE SCHOOL

History and Organization

Boston College has, almost since its inception, conferred the degree of Master of Arts for graduate work of not less than one year in residence and on occasions for non-resident work of conspicuous merit. From time to time formal Graduate Courses of instruction leading to the Master's and Doctor's degrees have been established to meet the demands of individuals or groups seeking these higher degrees. The Graduate School in its present form, however, is the outcome of an arrangement made with the Department of Education of the City of Boston in 1920 to provide proper training for men desirous of entering the Boston School System. This arrangement was intended only as a temporary expedient to help relieve the scarcity of men teachers after World War I. It was discontinued in 1925, and the scope of the Graduate School was extended so as to offer graduates of Boston College and similar institutions of men and women an opportunity to continue their education along specialized lines. The Graduate School is administered by the Graduate Board composed of the President of the College, Dean of the Graduate School, and one member from each department in which graduate degrees are given. All courses are given in the College Buildings, Chestnut Hill, Massachusetts.

Admission

Admission to the Graduate School is granted to graduates in Arts, Philosophy, Science or Letters, of colleges whose degrees are recognized by Boston College. Applicants must present satisfactory evidence of character and qualifications.

All inquiries concerning admission should be addressed to the Registrar. Applicants are advised to secure and file admission blanks as early as possible.

Upon admission to the Graduate School, every student is required to register at the Office of the Registrar and to file evidence of graduation from an approved college, together with a record of his college work.

No student is definitely accepted as a candidate for a higher degree until his application has been accepted by the Graduate Board and his credentials have been filed in the Office of the Registrar.

Students already enrolled in the School must register personally each year at the Registrar's Office, prior to the commencement of the school year.

Registration

The days assigned for formal registration are Sept. 21 to Sept. 26. Personal interviews may be had with the Dean or with the Registrar at Boston College, Chestnut Hill, on days assigned for registration. During September the office of the School in the Tower Building, Boston College, will be open every day except Saturdays from 3:00 to 5:00 in the afternoon.

Fees

Matriculation Fee: New Students	\$ 5.00
Old Students	1.00
Fee for each course per semester hour	10.00
Laboratory Fee by arrangement	
Library Fee	
Students taking 16 or more semester hours	10.00
Students taking 10-15 semester hours	7.50
Students taking 5-9 semester hours	5.00
Students taking less than 5 semester hours	1.00
Graduation Fee: For Master	15.00
For Doctor	25.00
Tuition for full-time students	200.00
Late or Special Examination	3.00
Late Registration	2.00

Fees are payable quarterly in advance.

Information

For information about the Graduate School address the Registrar of the Graduate School, Boston College, Chestnut Hill, Massachusetts.

General Regulations

The Graduate School accepts properly qualified candidates for the degree of Master of Arts, Master of Science, and Master of Education.

After admission to the Graduate School, the student must spend at least one full year in residence, pursuing the courses approved by the Dean and the student's adviser. Students who are engaged in outside work which reduces the time and thought they are able to give to study will be required to devote more than the minimum time to their study for the degree.

For the Master's degree, a student must secure a minimum of thirty semester hours of graduate credit in approved courses. To receive graduate credit, a grade of A or B (80-100) must be attained.

The candidate for a graduate degree must at the time of his matriculation, make choice of the department in which he wishes to do his principal or major work. In his choice of a department, the candidate is restricted to the fields of study in which he has had the necessary preparation in his college courses. In addition, the student must satisfy the special prerequisite requirements of his major department.

The entire program of studies which a student offers in fulfillment of the requirements for a degree must be satisfactorily completed within a period of six years from the date when he first registered. Should a candidate for any reason whatsoever fail to receive his degree within the time prescribed, all claim or right to continue working for the degree, or to have any or all of the work already accomplished credited in fulfillment of the requirements for the same degree, is ipso facto forfeited and annulled.

A very important part of the work for a degree is the Thesis on some subject in the field of the candidate's major work. An outline of the dissertation, with the written approval of the professor under whose direction it is to be done, must be furnished to the Dean before the first of January of the scholastic year in which the degree is to be conferred. These outlines must be submitted on the forms supplied by the Graduate School Office.

No Thesis will be accepted for a Master's degree which is confined to the mere compilation of facts derived from the writings of others, or will merely literary combinations of such information be acceptable. The Thesis must show originality in the treatment of the subject chosen. This original treatment must give evidence that the writer of the Thesis is capable of opening a new field of investigation, or of offering such critical opinion that a real advance is made in the study of the subject treated.

In the preparation of the Thesis, the candidate must observe the regulations in regard to forms of citation, footnotes, and the like, as set forth in the mimeographed instructions prepared by the Board of Graduate Studies.

Each candidate must furnish two bound typewritten or printed copies of his Thesis to the College Library. These copies become the property of the College. The typewritten copies must be on paper of a uniform size of 8 inches by 10½ inches.

Written examinations are required of the candidate on the completion of each course. A final, comprehensive, oral examination upon all work presented for the degree is also required.

Absence from more than fifteen percent of the lecture or seminar courses renders the candidate ineligible for credits for the course in question.

A student who withdraws from any course must notify the Dean immediately in writing of his withdrawal. Withdrawal from the course will become effective as of the date on which the Dean receives the notice.

In the case of absence from a scheduled examination, arrangements to take an examination in the course in question must be made through the Dean's Office. A fee of three dollars (\$3.00) will be required for such special examination.

The Degree of Master of Arts

In addition to the requirements stated above for the Master's degree, the candidate for the Master of Arts degree must give proof that he possesses the reading knowledge of one modern foreign language.

Students are encouraged to earn all their graduate credits in one field. With the permission of the proper authorities students may earn from eight (8) to twelve (12) of the thirty semester hours in an integrated field.

The Degree of Master of Science

Candidates for the degree of Master of Science will be accepted in Chemistry and Physics.

In addition to the requirements stated above for the Master's degree, the candidate for the Master of Science degree must give proof that he possesses a reading knowledge of French or German. In the place of a Thesis, a research problem is required of each candidate. The solution of this problem, in essay or other suitable form, must receive the approval of the head of the department in which the degree is to be received.

The Degree of Master of Education

The degree of Master of Education is intended for teachers or prospective teachers whose undergraduate work has been in the field of Education rather than of Arts or Science.

The requirements for this degree have been stated above. A reading knowledge of a modern foreign language is not required of candidates for this degree. The thirty semester hours of credit should be earned in the field of Education. However, a candidate may, with the approval

of the Dean, offer a limited number of courses in the subject which he intends to teach. Candidates for this degree will be required to take courses in the following subjects: Psychology of Education, Philosophy of Education, Tests and Measurements. He will be required also to give evidence of a good general knowledge of the History of Education and the General Principles of Education. The remainder of his work will be planned in conference with the Head of the Department.

SPECIFIC DESCRIPTION OF COURSES

Offered in the College of Arts and Sciences and in the Graduate School

The various courses of instruction offered in the College and Graduate School are listed in this section of the catalogue in alphabetical order according to departments. Courses offered in the professional schools of Social Work, Law, and Business and in the Evening Division of Arts and Sciences will be found in the special bulletins issued by these separate schools.

DEPARTMENT OF BIOLOGY

Professor: Rev. Francis X. Wilkie, S.J., (Chairman)

Associate Professor: Leon M. Vincent.

Instructors: Rev. George F. Lawlor, S.J., *Francis L. Maynard,
Thomas I. Ryan.

The Biological courses are planned to enable students to obtain a knowledge of living things and of the elementary vital phenomena, as a part of their general education, and as a preparation for the study of Medicine or of Dentistry. The work of the Pre-Medical Students exceeds the entrance requirements of Medical Schools, and meets the demands of the Council on Education of the American Medical Association.

BIOLOGY 31—General Biology and Botany.

An introduction to the study of plant and animal life, the fundamentals of vital phenomena, the cell, its structure and reproduction. A brief systematic study of plants, covering their structure and physiology; invertebrate animals, their form, structure, distribution and economic importance. Application of biological principles.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

BIOLOGY 32—Vertebrate Zoology.

Classification and systematic study of representative Vertebrates; their characteristics; the gross anatomy of various organs; and the principles of general physiology.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

* *Absent on leave.*

BIOLOGY 41-42—Cultural Biology.

The aim of this course is to give a biological background to philosophical, sociological and educational studies. Properties of living organisms, the variety and relationships among living organisms, from the lowest to the most complex, in both plants and animals; the dynamics of living organisms, the laws of heredity.

N. B. This course gives no credit for Medical or Scientific Schools.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit.

BIOLOGY 51-52—Physiology.

General Physiology, the dynamics of living matter. The physico-chemical structure of living matter, its composition; digestion, secretion, enzymes, vitamins, excretion, the ductless glands, hormones, metabolism, circulation, sensation, reflexes and tropisms, excitation and inhibition.

Two lectures and two laboratories per week for two semesters.

Eight semester hours credit.

BIOLOGY 101—Embryology.

Anatomy and physiology of reproduction; the origin of the individual and the developmental process from the zygote to the establishment of the principal structures.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

BIOLOGY 102—Histology.

Various systems of mammalian anatomy as to structure and function; fundamental tissues; type of gland cells; bone and nerve cells, etc. Care of the body, and the diverse opinions on the vital principle.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Note: Courses marked Biology 31 and 32 satisfy the requirements for Medical and Dental Schools. Hence at least these two courses must be taken by all students who wish to qualify for these schools. These courses may be taken by such students either in their Junior or in their Senior Year. However, such students who wish to enter Medical or Dental Schools are advised by the Department of Biology to follow

the complete course outlined above which furnishes a better preparation for the professional schools. In this case, the students will take Biology 31 and 32 in their Junior Year, and in their Senior Year Biology 101 and 102.

BIOLOGY 103—Genetics.

The properties of protoplasm, reproduction, variation, mutation laws, and methods of Genetics.

Three lectures per week for one semester.

Three semester hours credit.

BIOLOGY 106—Neurology.

An introductory course. An account of the fundamental neurologic concepts and the gross and microscopic anatomy of the brain of the Vertebrates, with special reference to Man. Functional analysis of the nervous system and a survey of the conduction pathways. Topics of interest to students in fields pertaining to Medicine, Psychology, Sociology, Education and Zoology are treated.

Two lectures and one laboratory period per week for one semester.

Three semester hours credit.

BIOLOGY 107—Hygiene.

Primarily concerned with personal health, but also includes certain aspects of community health and sanitation. The physiology of the various organs and systems of the body, especially as affected by habits of nutrition, exercise, rest, etc. The nature and causes of some of the more common diseases, with emphasis on preventive measures.

Three lectures per week for one semester.

Three semester hours credit.

BIOLOGY 108—Bacteriology.

An introductory study of the characteristics of bacteria; laboratory methods of cultivation and staining.

Three lectures per week for one semester.

Three semester hours credit.

BIOLOGY 109—Physiology.

Man's relation to his environment, both external and internal. The topics treated will include, the various physiological systems, vitamins, hormones, nutrition and man's relation to the rest of creation.

Three lectures per week; assigned reading for one semester.

Three semester hours credit.

DEPARTMENT OF CHEMISTRY

Professors: Rev. Albert F. McGuinn, S.J., (Chairman)
Rev. Joseph J. Sullivan, S.J., David C. O'Donnell.

Associate Professor: John K. Rouleau.

Assistant Professors: Rev. Thomas P. Butler, S.J., Harold H. Fagan.

Instructor: Rev. Joseph L. Barrett, S.J.

Assisting Fellow: Rev. Eugene C. Brisette, S.J.

Students who elect Chemistry as their Major must follow a prescribed curriculum which is planned to train the student for a professional career as a chemist. The following sequence of courses, found in summary on page 61, fulfills the recommended standards for such training. It is important to observe that a student may not take the advanced courses until he has fulfilled the prerequisites specified in the course descriptions which follow. Only the courses marked (Chemistry Majors) are prescribed for those majoring in Chemistry.

CHEMISTRY 11-12—Inorganic Chemistry. (Chemistry Majors).

A survey of the field of Inorganic Chemistry, comprising a systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is placed on the relationship indicated by the periodic system, the electromotive series, and the electronic concept of matter. For those students, who are majoring in Chemistry, the second semester is devoted largely to Qualitative Analysis as described in Chem. 26.

Two lectures, one recitation period and two laboratory periods per week for two semesters.

Eight semester hours credit.

CHEMISTRY 23-24—Stoichiometry.

The simpler physical and chemical laws and by problem work the numerical calculations ordinarily encountered in qualitative and quantitative analysis.

One lecture per week for two semesters.

Two semester hours credit

CHEMISTRY 25—Quantitative Analysis.

The theory, methods, and technique of volumetric procedures in quantitative analysis.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

CHEMISTRY 26—Qualitative Analysis (Semi-Micro).

For those not majoring in Chemistry. A detailed treatment of ionic relationships and chemical equilibrium, as applied to solutions of electrolytes. Ordinary methods of separating and identifying the more common metallic and non-metallic ions in solution, in lecture and laboratory; each student analyzes several unknowns. The modern semi-micro technique is employed in the laboratory work.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

CHEMISTRY 27-28—Quantitative Analysis. (Chemistry Majors).

The essential principles and standard methods of Quantitative Analysis; the quantitative chemical relations involved in analysis illustrated by problem work; laboratory work aims at the acquisition of proper techniques for precise analytical work, and mastery of typical analytical methods.

Three lectures and three laboratory periods per week for two semesters.

Ten semester hours credit.

CHEMISTRY 41-42—General Chemistry.

A cultural course in the fundamentals of chemistry, for students who are not majoring in science. The aim is to give the student a knowledge of the basic chemical concepts, facts and principles, which will enable him to understand better the world of chemical wonders in which he lives. The laboratory work is coordinated with the lectures, and serves as an introduction to the technique and precision of work in the exact sciences.

This course gives no credit for Medical or Scientific Schools.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit.

CHEMISTRY 51-52—Organic Chemistry. (Chemistry Majors).

The compounds of carbon and the generalized methods of synthesis accepted by the more recent texts. Particular stress is placed upon the significance of structural formulae, the classification of properties, and group reactions. The laboratory work involves the preparation of substances by the more common methods of synthesis, a study of type reactions and of class properties.

Three lectures and two laboratory periods per week for two semesters.

Eight semester hours credit.

CHEMISTRY 63—Quantitative Analysis (Pre-Medical).

Fundamental chemical laws, the main points of the theory of solutions of electrolytes as applied to volumetric analysis, and emphasizes the calculations involved in analytical work. In the laboratory, typical volumetric procedures are studied and the fundamental points of analytical technique are stressed.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES**CHEMISTRY 111—Quantitative Analysis. (Chemistry Majors).**

Continuation of Chemistry 28, and will involve a study of more difficult analytical procedures and techniques.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Prerequisite: Chemistry 27-28 and 12.

CHEMISTRY 121-122—Physical Chemistry. (Chemistry Majors).

A study of the fundamental principles involved in chemical phenomena, and of the various factors which modify chemical and physical change. Problem work exemplifying these principles from a quantitative viewpoint is an important feature of the course. The laboratory experiments are selected to illustrate the principles studied.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

Prerequisite: Chem. 27-28; Math. 31-32; Physics 1-2.

CHEMISTRY 142—Biochemistry. (Chemistry Majors).

An introductory course in biochemistry. It includes a detailed study of proteins, carbohydrates, and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances, and examination of milk, blood, and urine according to modern methods of analysis.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Prerequisite: Chem. 51-52; Chem. 27-28, 63 or 25.

CHEMISTRY 152—Industrial Chemistry. (Chemistry Majors).

A study of the main chemical industries, their sources of raw material, and the principles underlying the processes of manufacture.

Two lectures per week for one semester.

Two semester hours credit.

Prerequisite: Chem. 121-122

CHEMISTRY 161—Qualitative Organic Analysis. (Chemistry Majors).

Primarily a laboratory course for advanced students, dealing with systematic methods for the identification of organic compounds. The student analyzes a number of simple and mixed organic compounds.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit.

Prerequisite: Chem. 51-52

CHEMISTRY 171-172—Independent Work.

This course is intended for Seniors majoring in Chemistry. The student is guided in the study of some special topic in Chemistry, which he has chosen because of his special interest in this topic.

One weekly conference with his director during two semesters.

Four semester hours credit.

COURSES FOR GRADUATE STUDENTS**CHEMISTRY 201-202—Advanced Inorganic Chemistry.**

The less common elements and their reactions, with emphasis on their industrial uses and applications. The laboratory work will consist in the preparation of compounds not dealt with in the undergraduate chemistry, necessitating the consultation and practical application of articles from the chemical journals.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit.

CHEMISTRY 211—Advanced Quantitative Analysis.

A discussion of the theory, technique, and special topics, including recent advances found in the current literature; laboratory work, including methods typical of procedures employed in ordinary commercial analyses.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit.

CHEMISTRY 221-222—Advanced Physical Chemistry.

Advanced treatment of the first and second laws of thermodynamics and their applications; uses of thermodynamic functions, and discussion of chemical equilibrium, kinetics of reactions, electro-chemistry and free energy calculations.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

CHEMISTRY 231-232—Metallurgy.

The general metallurgy of iron, steel, and the common non-ferrous metals. It also includes a metallographic study of the more common metals and alloys and the application of the phase rule in interpreting the equilibrium diagrams of these metals.

Two lectures per week for two semesters.

Four semester hours credit.

CHEMISTRY 235-236—Chemical Engineering.

A course of quantitative nature treating with the unit operations in chemical industry, flow of fluids, heat transmission, drying, humidification, filtration, extraction, crushing and grinding. Although the work emphasizes the mathematical relationships involved, sufficient descriptive matter is included to familiarize the student with modern practice in chemical engineering.

Two lectures per week for two semesters.

Four semester hours credit.

CHEMISTRY 251-252—Advanced Organic Chemistry.

A further development with greater detail of the theories of organic chemistry, especially those of more recent origin; with the preparation of compounds which will serve as an introduction to research problems.

Two lectures and two laboratory periods per week for two semesters.

Eight semester hours credit.

CHEMISTRY 261—Quantitative Organic Analysis.

Ultimate organic analysis, using the microtechnique.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit.

CHEMISTRY 281—Chemical Biography.

The lives of chemists, foreign and American, who have made important contributions to the Science of Chemistry.

One lecture per week for two semesters.

Two semester hours credit.

CHEMISTRY 301—Seminar.

Discussions dealing with advanced topics in different fields of Chemistry.

Two periods per month for two semesters.

CHEMISTRY 303—Research.

A laboratory research problem will be assigned, requiring a thorough literature search, followed by directed work of an original character in the laboratory. The credit assigned will be determined by the work accomplished.

DEPARTMENT OF CLASSICS

Professors: *Rev. Leo P. McCauley, S.J., (Chairman Graduate).

Rev. Oswald A. Reinhalter, S.J., (Chairman).

Eugene J. Feeley, Augustine L. Keefe, John F. Norton, Rev.

Thomas M. Quinn, S.J., Rev. Sidney J. Smith, S.J.

Assistant Professors: *Joseph J. Maguire, Rev. Joseph F. Quane, S.J.,

*Rev. Richard G. Shea, S.J.

Instructor: Rev. Paul S. McNulty, S.J.

GREEK**GREEK 1-2—Elementary Greek.**

For students who are beginning the study of Greek in college. Greek grammar and suitable reading exercises. Vocabulary drill and composition work.

Three periods per week for two semesters.

Six semester hours credit.

GREEK 5—Advanced Freshman Greek I.

Plato's *Apology* or *Crito*. Finished translation and a study of the work as literature and as an exemplification of prose style.

Selected parts of Homer's *Odyssey* with a view to an appreciation of Homer as an epic poet. Exercises in Greek composition supplement the readings.

Three periods per week for one semester.

Three semester hours credit.

GREEK 6—Advanced Freshman Greek II.

Continues the work of Greek 5 with a study of Greek historical works selected from the writings of Herodotus and Thucydides; a study of Euripides' *Alcestes* or *Hecuba* as examples of Greek drama. Exercises in Greek composition will supplement these readings.

Three periods per week for one semester.

Three semester hours credit.

* Absent on leave.

GREEK 21—Greek Drama and Oratory.

A study of the historical evolution of the tragic drama of the Greeks from their religious festivals, and the modifications introduced by successive dramatists. The *Oedipus Tyrannus* of Sophocles is studied in detail.

The course concludes with a brief rhetorical study of Demosthenes' *First Philippic*, as a preparation for Greek 22.

Three periods per week for one semester.

Three semester hours credit.

GREEK 22—Greek Oratory.

A continuation of Greek 21; a study of the *De Corona* of Demosthenes as exemplifying the principles of rhetorical composition explained in English 21 and 22. Demosthenes as a statesman and an orator.

Three periods per week for one semester.

Three semester hours credit.

GREEK 23—Intermediate Greek I.

Continues the work of Greek 1 and 2. Selections from Herodotus read and studied as examples of historical form and selections from Homer's *Odyssey* used as a study of the epic.

Three periods per week for one semester.

Three semester hours credit.

GREEK 24—Intermediate Greek II.

To continue the work of Greek 23, examples of two more literary forms are taken for translation and appreciation. A tragedy of Euripides is studied to illustrate the full development of early dramatic principles and the peculiar structure of the Greek play. The course is terminated by analyzing according to rhetorical principles a speech of Demosthenes. For this purpose either the *First Philippic*, the *Second Philippic*, or the *De Corona* will be studied.

Three periods per week for one semester.

Three semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

GREEK 105-106—Greek Literary Criticism.

A general study of the history of Greek critical thought, with special reference to Aristotle's *Poetics*, and *Rhetoric*, Demetrius' *On Style*, Dionysius' *On Literary Composition*, Longinus' *On the Sublime*; later development at Rome and modern interpretation.

Three hours a week for two semesters.

Six semester hours credit.

GREEK 141-142—Homer's *Odyssey*.

Translation of Homer's *Odyssey* from the Greek text, together with a study of the historical background of the Homeric poems, their language and versification.

Three hours a week for two semesters.

Six semester hours credit.

GREEK 145-146—Greek Literature in English Translations.

Reading and study, in good English translations, of selections from the *Iliad*, and the *Odyssey*; Herodotus, and Thucydides; representative dramas of Aeschylus, Sophocles, Euripides, and Aristophanes; the *Phaedo*, *Symposium*, *Phaedrus*, and parts of the *Republic of Plato*; selections from the *Ethics*, and *Politics* of Aristotle.

Three hours a week for two semesters.

Six semester hours credit.

GREEK 161-162—Greek Political Theory I.

A study of Greek thought on government and education as expressed in the *Republic*, *Statesman*, and *Laws* of Plato.

Three hours a week for two semesters.

Six semester hours credit.

GREEK 163-164—Greek Political Theory II.

Study of Greek thought on government and education as expressed in the *Ethics* and *Politics* of Aristotle, and the *Antidosis* and *Nicomachean Ethics* of Isocrates.

Three hours a week for two semesters.

Six semester hours credit.

GREEK 191—Greek Prose Composition.

Practice in the distinction of Greek prose styles and in the writing of original compositions in Greek.

One period per week for two semesters.

Two semester hours credit.

GREEK 199—Readings for Prerequisites.

Assignments in the reading of authors and related literature to be done under direction by candidates who are deficient in prerequisite credits. Papers and examinations are required. The number of credits given will depend on the judgment of the director.

COURSES FOR GRADUATE STUDENTS**GREEK 203-204—The History of Greek Prose.**

A study of the development of Greek prose from the beginning to Lucian. Special attention will be given to writers of the fourth and fifth centuries before Christ.

Two hours per week for two semesters.

Four semester hours credit.

GREEK 215-216—Attic Orators.

A study of the great period of Attic eloquence against its literary, political and social background.

Two hours per week for two semesters.

Four semester hours credit.

GREEK 231-232—Greek Tragedy; Sophocles.

The plays of Sophocles will be studied for the laws of Greek dramatic art and for the religious and philosophical interpretation of their meaning.

Two hours per week for two semesters.

Four semester hours credit.

GREEK 235-236—Greek Comedy.

The plays of Aristophanes. The spirit of Greek Comedy, its significance and influence in Greek life.

Two periods per week for two semesters.

Four semester hours credit.

GREEK 243-244—Greek Lyric Poetry.

A survey of Greek Lyric Poetry; a study of the origins and development of the lyric and its influence on Roman poetry.

Two periods per week for two semesters.

Four semester hours credit.

LATIN**LATIN 1—Livy; Cicero; Horace.**

This course begins with a study of Livy, the scope and organization of his *Ab Urbe Condita*. Special attention is given to his narrative skill, and to his style as illustrating the transition from the Golden to the Silver Latin.

A general study of Cicero's Letters with readings to illustrate the social, economic, and political trend of the times in which he lived.

The course is concluded with a study of the *Ars Poetica* of Horace as an informal expression of the author's literary and critical theory. The excellences and deficiencies of the epistle are given careful consideration.

Four periods per week for one semester.

Three semester hours credit.

LATIN 2—Horace; Catullus.

Continuation of Latin 1; a study of *The Odes* of Horace according to his own prescriptions as set forth in the *Ars Poetica*. The Lyric of Horace and the English Lyric.

The shorter poems of Catullus as expressions of the author's personality, as illustrations of a contrast with *The Odes* of Horace.

The student is made familiar with the more important meters of both authors.

Four periods per week for one semester.

Three semester hours credit.

LATIN 3—Latin Composition.

To facilitate and render more profitable the reading of Latin authors, written exercises will be done both in and out of class. The correction and discussion of these exercises will serve as a means of reviewing points of syntax and of acquiring familiarity with Latin style and idiom. Some of these exercises will be done in imitation of Cicero under the direction of instructors, or they will be selected from standard texts of Latin Composition.

Two periods per week for one semester.

Two semester hours credit.

LATIN 21—Horace; Juvenal; Cicero.

Selected *Satires* and *Epistles* of Horace, and selected *Satires* of Juvenal.

The origin and development of the Latin Satire, its influence on English Satirists, the distinctive traits of the authors themselves and their relative merits as exponents of Latin Poetry of the Golden and Silver Ages of Latin Literature.

The second part of this program will be given over to a study of Cicero's oration, *De Imperio Pompei*. This speech is regarded primarily as a specimen of oratorical composition for the application of the precepts of oratory as explained in English 21; exercises in Latin Composition will supplement the work of this course.

Three periods per week for one semester.

Three semester hours credit.

LATIN 22—Tacitus; Cicero.

A continuation of Latin 21. The *Agricola* of Tacitus, and selections from his *Annals*. Tacitus as a spokesman of Roman life in the early Empire, as a stylist of Silver Latin. The Tacitean concept of history and biography.

In the second part of this course Cicero's oration *Pro Milone* is studied. This speech receives much the same treatment as the *De Imperio Pompei* of Latin 21, though it is handled more thoroughly due to the progressive study of the precepts of oratory of English 22. Exercises in Latin Composition will supplement the work of this course.

Three periods per week for one semester.

Three semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES**LATIN 101-102—Survey of Latin Literature.**

A general view of Latin Literature, affording an opportunity for extensive reading and critical appreciation of representative Latin masterpieces from the earliest times to the end of the Silver Age.

Three hours a week for two semesters.

Six semester hours credit.

LATIN 122—Roman Drama.

A study of the origin and development of Roman Drama with a more detailed study of Plautus and Terence.

Three periods per week for one semester.

Three semester hours credit.

LATIN 151-152—Latin Philosophers and Philosophies of the Golden Age.

Introduction to the philosophical background of Latin Literature as well as an analysis of the influence of post-Aristotelean philosophies at Rome. Selections for discussion from the writings of Lucretius and Cicero.

Three hours a week for two semesters.

Six semester hours credit.

LATIN 171-172—The Latin Fathers.

An outline study of the Fathers. Selections from the earlier Fathers and careful study of St. Augustine's *Confessions* together with selections from the *De Civitate Dei*.

Three hours a week for two semesters.

Six semester hours credit.

LATIN 181-182—Medieval Latin.

A survey of the development of Latin literature of the Middle Ages. Selections from various authors and discussion of the conflict of literary aims.

Three hours a week for two semesters.

Six semester hours credit.

LATIN 191-192—Advanced Latin Composition.

Practice in the distinction of various prose styles and original compositions in Latin.

Three hours a week for two semesters.

Six semester hours credit.

Latin 199—Reading For Prerequisites.

Assignments in the reading of authors and related literature to be done under direction by candidates who are deficient in prerequisite credits. Papers and examinations are required. The number of credits given will depend on the judgment of the director.

COURSES FOR GRADUATE STUDENTS**LATIN 207-208—Prose of the Empire.**

A study of imperial prose as represented by Petronius, Quintilian, and Tacitus' minor works, Apuleius and Minutius Felix.

Two periods per week for two semesters.

Four semester hours credit.

LATIN 235—Plautus and Terence.

A study of the language and style of early Roman Comedy, its development and influence on Latin literature. An analysis will be made of the *Latinitas* of Terence.

Two periods per week for two semesters.

Four semester hours credit.

LATIN 241-242—The Roman Epic.

A study of the technique of the epic, its introduction into Roman Literature, its development and its influence.

Two periods per week for two semesters.

Four semester hours credit.

LATIN 243—Catullus and the Elegiac Poets.

This course will include a study of the development of Roman Elegiac poetry and an analysis and interpretation of the poets.

Two periods per week for one semester.

Two semester hours credit.

LATIN 248—Latin Hymnody.

A study of the development of Church poetry. Notable Christian hymns will be analysed and interpreted.

Two periods per week for one semester.

Two semester hours credit.

LATIN 255-256—Seneca: Letters and Moral Essays.

The life and moral philosophy of the literary world under the Empire.

Two periods per week for two semesters.

Four semester hours credit.

LATIN 261-262—The Correspondence of Cicero.

This course will include a study of the history and politics of the last decades of the republic.

Two periods per week for two semesters.

Four semester hours credit.

LATIN 299—Readings and Research.

Assignments for deepening knowledge of authors and problems previously studied. The number of credits will depend on reports and examinations.

LATIN 301—Seminar in Latin Studies.

The design of the seminar is to afford an introduction to the methods, history and problems of Classical Scholarship. This seminar is prescribed for graduate students in the Department of Classical Languages and must be taken by all who have not yet fulfilled this requirement.

Two semester hours.

DEPARTMENT OF ECONOMICS

Professor: Rev. Ernest B. Foley, S.J., (Chairman).

Assistant Professors: Frederick T. Bryan, Robert F. Buck.

ECONOMICS 31—Principles of Economics.

Foundations of the Science of Economics; factors of production; the form of the business unit; price formation; value and the distribution of wealth and income; money and banking.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 32—Principles of Economics.

Economics 31 applied to various problems; taxation and the business of government; interregional and international trade; labor; transportation; business cycles. The problems raised by a war and post-war economy.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 35-36—Geographic Foundations.

A fundamental study of the geographic foundations of our economic world. This course is organized as a requirement for all majors in the field of the Social Sciences.

Three periods per week for two semesters.

Six semester hours credit.

ECONOMICS 41—Introduction to Accounting Principles.

Bookkeeping, preparation of financial statements; analysis of working sheets; preparation of tax returns.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 42—Advanced Accounting.

Additional study of accounting principles and methods with special reference to consolidations, mergers, holding companies.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 107—Labor Economics I.

Historical background of unionism in America; analysis of labor market; wage theories and wage rates; employment and the business cycle; social security legislation; labor standards, income and consumption.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 108—Labor Economics II.

Structural organization of the American Federation of Labor and of the Congress of Industrial Organization; collective bargaining; union policy governing the closed shop, restriction of output, regulation of hours and the introduction of machinery; employers' organizations; labor boards, legislation and trends.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 109-110—Government and Industry.

Study of the various phases of government which bear upon business; theories of constitutional protection of business; some constitutional and legal concepts; business pressure groups; anti-trust laws; unfair trade practices and their control.

Three periods per week for two semesters.

Six semester hours credit.

ECONOMICS 132—Economic Theory.

Problems of value and distribution; individual writers and schools of thought; monopolistic competition. Conducted mainly by class discussion.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 133—Economics of War.

Crucial problems created by a war economy; mobilization of labor and material resources, priorities, price control, rationing, government regulation and operation of industry. Post-war adjustments and planning for permanent peace.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 135—Economics of Peace.

Post-war adjustments and planning for permanent peace. Problems of reconversion. Labor, industry and government in a peace-time economy.

Three periods per week for one semester.

Three semester hours credit.

ECONOMICS 141—Introduction to Economic Statistics.

Statistical data and techniques; collection, tabulation, charting, tools of analysis. Special reference to their economic application. Lectures, readings, problems, laboratory work.

Four periods per week for one semester.

Three semester hours credit.

ECONOMICS 151-152—Economic History of Europe and the Americas (1750-present).

Development of economic life in Europe and the Americas from the industrial revolution to the present. The rise of capitalism, its climax and crisis.

Three periods per week for two semesters.

Six semester hours credit.

ECONOMICS 161-162—Money, Banking, Business Cycles.

Meaning and function of money and currency; various monetary standards and systems. Banking structure, function and systems. Causes and control of the business cycle; various theories.

Three periods per week for two semesters.

Six semester hours credit.

ECONOMICS 171-172—Interregional and International Trade.

Trade and exchange between economic regions and countries; international monetary standards and systems; tariffs and tariff policies; exchange control.

Three periods per week for two semesters.

ECONOMICS 181-182—Post War Relations.

A study of the economic foundations and social consequences of the regional blocs formed as a result of World War II. The first part of the course will treat Western Europe, the second part will treat the Orient.

Three periods per week for two semesters.

Six semester hours credit.

ECONOMICS 191-192—Economic Geography.

Study of the influence of physical geography on the economic development and life of a country, with special reference to the United States and Latin America.

Three periods per week for two semesters.

Six semester hours credit.

DEPARTMENT OF EDUCATION

Professors: Rev. John F. Doherty, S.J., (Chairman Graduate), Rev. David R. Dunigan, S.J., (Chairman), Rev. Stephen A. Koen, S.J., Rev. James F. Moynihan, S.J., Rev. Timothy F. O'Leary. Assistant Professors: Wylma R. Kellar, *Rev. Francis J. MacDonald, S.J.

EDUCATION 1—Orientation in Education.

A preliminary survey of the field of educational theory and practice. The establishment of the viewpoints necessary for the correct understanding of the aims, means, methods and results of Education; a preparation for the detailed study of the various educational courses offered.

Three periods per week for one semester.

Three semester hours credit.

* *Absent on leave.*

EDUCATION 2—History of Education I.

Educational movements from primitive times to the eve of the Reformation. Oriental, Greek and Roman Education; Early Christian and Monastic Education; Alcuin and Charlemagne's Revival of learning; Scholasticism and its influence; Mediaeval Universities; the Education of the Renaissance; the condition of Education on the eve of the Reformation.

Three periods per week for one semester.

Three semester hours credit.

EDUCATION 21—History of Education II.

A continuation of the History of Education from the Reformation to modern times. The Reformation and Catholic Counter-Reformation; Realism and Formal Education; Naturalism; the growth of modern educational theory; the Psychological, Sociological and Scientific Movements; the development of modern National Systems of Education; the growth of Public School Education in the United States; present-day tendencies in Education.

Three periods per week for one semester.

Three semester hours credit.

EDUCATION 22—Principles of Education.

The fundamental principles involved in any sound system of education. The specific objective of the course is to formulate the principles which are founded in the laws governing the learning process, and to apply these principles to the material, moral and physical development of the modern child.

Three periods per week for one semester.

Three semester hours credit.

EDUCATION 51—Secondary School Methods.

A systematic treatment of the techniques covering classroom procedure; classroom methods and opportunities of testing principles in actual classroom situations.

Three periods per week for one semester.

Three semester hours credit.

EDUCATION 52—Character Education.

A scientific study of character from a sound moral point of view; the establishment of principles determining the best possible method of training and development of character; the investigation and evaluation of modern theories and practices in character education.

Three periods per week for one semester.

Three semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Principles of Education

EDUCATION 101—Philosophy of Education.

The agencies of education, the social environment of the child, the major problems connected with curriculum, organization, administration and methods of teaching. The true aim of education and some of the more conspicuous among the false or inadequate aims of education are examined and criticized.

Three periods per week for one semester.

Three semester hours credit.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 103—Advanced Empirical Psychology.

Empirical study of sensitive life of man; nature and properties of sensation. Modern theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant, Spencer, Scholastic Doctrine.

Empirical study of intellectual life; the intellect; its nature; the universal idea; theories of Plato, Descartes, Spinoza. Origin of the idea; empiricism, sensism, positivism, scholastic theory. The will; freedom of the will.

Four periods per week for one-half semester.

Two semester hours credit.

(Offered annually by the Department of Philosophy)

EDUCATION 104—Advanced Rational Psychology.

Nature and substance of the human soul; theories on Ego advocated by Kant, Hume, Mill, James rejected. Relation of soul to body; the psycho-physical activities of man. Creation of soul; refutation of anthropologic evolution.

Four periods per week for one-half semester.

Two semester hours credit.

(Offered annually by the Department of Philosophy)

EDUCATION 105—Special Ethics.

Man's duties to Creator, self, neighbor. Right of ownership; Communism and Socialism; property, wills, contracts; capital and labor; trade unions; strikes. Society, domestic and civil; functions of parents, civil government; international law; nature and justice of war; pacifism; arbitration.

Four periods per week for one semester.

Four semester hours credit.

(Offered annually by the Department of Philosophy)

EDUCATION 107—Educational Sociology.

Investigation of social problems from the educational viewpoint, group needs and adjustments.

Three periods per week for one semester.

Three semester hours credit.

EDUCATION 201-202—Comparative Philosophy of Education I.

An investigation and evaluation of the educational theories of conspicuous philosophers and educators prior to the time of Rousseau. The sources of educational thought and the influence of philosophy on education.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 203-204—Comparative Philosophy of Education II.

An investigation and an evaluation of educational philosophies from Rousseau to modern times. The emergence and the development of a Philosophy of Education.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 205—Problems in Educational Philosophy.

The presentation and attempted solution from a philosophical point of view of some of the numerous problems touching curricula, equipment, organization, administration, and methods of teaching.

Two hours per week for one semester.

Two semester hours credit.

EDUCATION 207-208—Educational Sociology.

Investigation of social problems from the educational viewpoint, group needs and adjustments.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 211—Principles of Secondary Education.

The status of the secondary school in America today. The influence of modern pedagogical study, social needs, character of secondary school pupils, aims and functions in determining organization and management. Analysis of these features of secondary education. Secondary school types, programs and problems. Recent and contemplated reorganization.

Two hours per week for one semester.

Two semester hours credit.

EDUCATION 212—Recent Trends in Educational Practice.

This course is planned to provide a basis for the accurate determination of the worth of new and suggested reorganizations and practices in the modern school.

Two hours per week for one semester.

Two semester hours credit.

EDUCATION 299—Methodology of Educational Research.

A survey of the more important principles which underlie successful research procedure in education. The course treats the major approaches to problem-solving in education; the various instruments used for the collection of data; the forms observed in thesis-writing. This course is prescribed for all students majoring in Education.

One hour per week for two semesters.

Two semester hours credit.

EDUCATION 301-302—Seminar: Problems in Educational Philosophy.

This course presents an opportunity to discuss:

The philosophical principles underlying any sane system of education, the attitude of some of the outstanding systems of thought, ancient and modern, with regard to education.

The value of modern tendencies of education in the light of philosophical principles.

The presentation and attempted solution from a philosophical point of view of some of the numerous problems touching curricula, equipment, organization, administration, and methods of teaching.

Two periods per week for two semesters.

Four semester hours credit.

History of Education**EDUCATION 129-130—History of Education in the United States.**

The schools of Colonial America. Modifying influences and the evolution of public organization and state control. The development of administrative forms, institutional types and practices and the progressive expansion and adjustment of American schools to new conditions.

Three periods per week for two semesters.

Six semester hours credit.

EDUCATION 223—Educational Influence of Scholasticism.

The meaning and originating causes of Scholasticism. Distinguished schools and scholars of the Scholastic era, their contribution to learning, studies and methods, scholastic organization and university development and management. The import of Scholasticism in the history of educational progress.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 224—The Rise and Significance of Mediaeval Universities.

The emergence of the Mediaeval University. Administrative evolution and ultimate constitution. Its teachers and studies, characteristic features, fields of interest and permanent bequest to learning and scholarship.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 225—Education in the Age of the Renaissance.

A survey of the influences contributing to the Classical Revival. The educational ideal of the period and the progress of the classical movement through schools and scholars. Studies and methods, research and range of creative achievement. Its results for modern life and learning.

Two hours per week for one semester.

Two semester hours credit.

EDUCATION 226—Education in the Period of the Reformation.

An examination of the changes occurring in the schools at the time of the Reformation and the effects of the Reformation upon subsequent educational theory and practice.

Two hours per week for one semester.

Two semester hours credit.

EDUCATION 227-228—Survey of Educational Thought in Modern Times.

An examination and interpretation of educational theories in the modern period and an analysis of ensuing movements and processes in the schools. The background of contemporary thought; types and schools of educational philosophy; their essential characteristics and practical import; their present day influence, estimated worth and significance for future educational progress.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 230—History of Catholic Education in the United States.

Catholic mission schools of the Colonial period. Problems, development and practices in the early national period. The formulation of an educational policy and the subsequent growth of schools and the contributions of religious organizations to educational progress.

Two period per week for one semester.

Two semester hours credit.

EDUCATION 235-236—History of Education in Massachusetts.

This course will discuss the origin and development of Public School Education in Massachusetts. Among the topics considered are: early schools and educational legislation; the decline of education in the eighteenth century together with its causes and implications; the Academy Movement and its influence on Public Education; the revival of education in the nineteenth century; Horace Mann and the State Board of Education; the growth of the Public School idea; the reorganization of the State Board of Education at the beginning of the twentieth century; the contributions of Massachusetts to the development of public education in the United States.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 237—Comparative Education.

Secondary education systems of Europe at the present day, especially those of England, France, and Germany, will be examined and evaluated in the light of American theory and practice.

Two periods per week for one semester.

Two semester hours credit.

Educational Psychology, Measurements and Statistics**EDUCATION 141—Education Psychology.**

I. A study of the subject to be educated—the influence of body and soul—the nature of sensitive and rational cognoscitive faculties—the dynamic forces in human nature—the management of instincts and emotions.

II. The application of the principles of Psychology to learning processes, to discipline and to character.

Three periods per week for one semester.

Three semester hours credit.

Two period per week for one semester.

Two semester hours credit.

EDUCATION 142—Abnormal Psychology.

A discussion of mental disorders and mental hygiene with special attention to problems in education.

Two hours per week for one semester.

Two semester hours credit.

EDUCATION 143-144—Survey of Modern Empirical and Experimental Psychology for Students of Education.

This course will serve as a background for more specialized courses in education and educational psychology. The historical development of modern psychology, the major schools and workers in the field, together with their contributions will be treated. The psychology of sensation, perception, intelligence and will in the light of their educational connotations will be emphasized.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 145—Psychology of Adolescence.

The problems of adolescence with special attention to the problem child.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 149—Elementary Educational Statistics.

An introductory course in the statistical procedures employed in educational problems and research.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 151—Mental Tests and Measurements.

Group and individual tests of mental ability, their administration and interpretation. The common sense of statistics, testing, marking, and grading, standard and new type tests.

One period per week for two semesters.

Two semester hours credit.

Three periods per week for one semester.

Three semester hours credit.

EDUCATION 152—Achievement and Remedial Tests.

A discussion of their administration and interpretation. Achievement tests in the following fields: English and Related Subjects, Mathematics, Social Studies, Foreign Language, Science, Health, Music and Art. Pupil Rating and Teacher Rating. The new type test and the uses of classroom tests will be considered.

One period per week for two semesters.

Two semester hours credit.

EDUCATION 153—Educational Tests and Measurements.

The uses, administration and interpretation of educational achievement tests.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 157-158—The Psychology of Reading.

The abilities and processes involved in reading. A discussion of diagnostic methods and remedial measures.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 159—Psychometrics.

An introduction to individual mental testing. Practical experience in giving tests. Survey of psychological methods of measuring human traits.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 243-244—Experimental Educational Psychology.

Nature and organization of traits, development, learning and retention.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 245—Psychology of Elementary School Subjects.

The learning process and factors affecting achievement in Arithmetic, Writing, and the Social Studies.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 246—Psychology of High School Subjects.

The learning process and factors affecting achievement in Mathematics, Science and Language.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 247—The Affective and Conative Functions in Education.

This course will stress the emotional and volitional functions in education. Problems of motivation, interests, discipline, character education, school adjustment, methods of studying and rating the personality will be considered.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 249—Advanced Educational Statistics.

An advanced course in the theory of test construction and statistical evaluation. Prerequisite.—Educ. 149.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 251-252 — Principles of Clinical Child Psychology and Child Guidance.

A course for teachers, psychologists and social workers. Clinical problems of childhood and adolescence, application of modern methods of guidance in clinical procedures, the treatment of specific disabilities in school subjects, behavior and personality problems, principles of guidance, therapy, application of psychological data and methods, evaluation of modern clinical procedures in diagnosis and therapy.

Two hours per week for two semesters.

Four semester hours credit.

EDUCATION 253—Mental Hygiene for Teachers.

An investigation of the problems of personal mental hygiene in relation to borderline mental disorders and the major psychoses. The emotional and behavior problems of the school child will be treated. Methods of diagnosis and treatment, together with the basic principles of mental hygiene will constitute the main structure of the course.

Two periods per week for one semester.

Two semester hours credit.

School Administration; Supervision and Curriculum**EDUCATION 161—General School Administration and Organization.**

This course will present the principles governing the organization, conduct, and administration of elementary, junior and senior high schools, and special classes. The purpose and aim of each level will be critically examined; proper integration and articulation suggested; problems of the pupil and teacher analyzed. Relation and responsibility of the school system to the parent and the State.

One period per week for two semesters.

Two semester hours credit.

EDUCATION 177—Principles of Guidance.

This is a basic course which includes an introduction to guidance, a study of education viewed in the light of guidance both in activities and attitudes, and a discussion of the chief functions of guidance. This course or its equivalent is ordinarily a prerequisite for Educ. 278.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 261—Junior High Administration.

The organization of the Junior High School classes with critique of the curriculum, aims and content. The administration, function and method of accomplishment. Results of this movement. Type of student and problems peculiar to these grades.

One period per week for one semester.

One semester hour credit.

EDUCATION 262—Senior High Administration.

Discussion of the problems of administration in the Senior High School. The relation of the Headmaster to the faculty, students and the public. The course will take up the disciplinary problems encountered and suggest solutions. Consideration will be given to selecting the curriculum and arranging the schedule.

One period per week for one semester.

One semester hour credit.

EDUCATION 275—Professional Relations of Teachers.

This course aims to bring to the attention of public school teachers, supervisors and principals the rules by which they are governed in their relations with the school committee, the superintendent of schools, and with pupils and their parents. Every rule, regulation, procedure and practice of a public school system is subject to final review by the Courts. This course, accordingly, consists of a discussion of leading American cases in which these matters have been discussed and gives to the student a norm according to which his conduct and performance as a member of the teaching profession will be judged.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 276—Legal Aspects of Public School Administration.

The purpose of this course is to give the student a working knowledge of the statutes and court decisions which form the basis of public school administrative procedure. Particular stress is laid on the legal powers and duties of the local school committee and the superintendent of schools. This course covers the entire field of administrative law as required by the State Department of Education examination for the union superintendency certificate.

Two hours per week for one semester.

Two semester hours credit.

EDUCATION 277—Public School Finance.

In this course the student studies in detail the basic laws and State procedures relating to public school finance. The course meets fully the everyday needs of the school committee and the school superintendent. All subject matter required by the State Department of Education Union Superintendency Examination is fully treated.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 278—Counseling and Organization For Guidance.

This course includes a discussion of the need for educational and vocational guidance; the nature, aims and methods of counseling; the appropriate method for carrying out a guidance program in junior and senior high schools. The technique of the interview will be stressed by studying under the case method.

Two periods per week for one semester.

Two semester hours credit.

EDUCATION 279-280—Vocational and Educational Guidance as a Professional Career.

This course will aid the prospective counselor in coordinating his personal interest in young people and/or adults with the practical application of education theory and a flexible knowledge of the individual qualities of various professions and occupations with labor problems and individual differences, with the development of wisdom and personality in the work of guidance.

Two periods per week for two semesters.

Four semester hours credit.

Methods and Techniques**EDUCATION 181—Classroom Methods.**

To acquaint the teacher in training with educational organization, classroom management and procedure, stressing actual classroom practice and problems which the young teacher must solve. For student teachers there will be, in addition to class work, fifty hours of observation with written reports, and seventy-five hours of supervised teaching in selected schools.

Two semester hours for class work.

Four semester hours for observation and practice.

EDUCATION 183-184—Methods of Teaching English.

This course offers during the first semester a survey of modern methods in the teaching of oral and written English on the intermediate and senior high school levels. The uses of creative and conventional techniques in composition, imitative exercises, methods of stimulating student interest and suggestions for theme correction will be considered following an examination of problems connected with remedial teaching of spelling, punctuation, vocabulary-building and grammar.

In the second semester, present day trends in the teaching of poetry, fiction, the essay and the drama in high school will be examined and discussed, and practical methods of applying these principles will be suggested.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 185-186—Methods of Teaching Romance Languages.

This course will consist of an intensive review of the grammar; methods of class instruction; special preparation and discussion of teaching problems; vocabulary drills; dictation and translation of selected texts.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 187—Methods of Teaching History.

This course will consider the newer materials, points of view, and classroom procedures in the teaching of history. Among others the following topics will be considered: curriculum trends, text-books, tests, and testing, maps and map-making, the unit-mastery method, unified and composite courses, laboratory and case methods.

One period per week for two semesters.

Two semester hours credit.

EDUCATION 189—Elementary Latin Methods.

Elementary Latin. Aims and objectives of elementary Latin; the teaching of grammar, vocabulary, translation and conversation; specimen assignments and recitations; problem discussions.

One period per week for two semesters.

Two-semester hours credit.

EDUCATION 191-192—Methods in Algebra.

The College Board Requirement in Elementary Algebra and Plane Trigonometry will be covered in content with methods for teaching each particular topic. Special demonstration lessons by members of the class. Discussions on testing, grading papers, home work, length of assignments, etc.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 193-194—Geometry Methods.

Plane Geometry complete and as much Solid Geometry as time will permit will be covered in content with methods of teaching theorems, exercises, construction, etc., and of tying up the facts of Geometry in usable form. Special demonstration lessons by members of the class. The course aims to give the young teacher experience, and the experienced teacher more confidence in his work.

Two periods per week for two semesters.

Four semester hours credit.

EDUCATION 195—Analytic Geometry Methods.

This course interprets geometry in the light of algebra. The conic sections, polar coordinates and the transformation of coordinates will be discussed. The course aims to help the teacher teach intelligently and efficiently the graph work, now required for high school mathematics and science.

One period per week for two semesters.

Two semester hours credit.

EDUCATION 197—History of Mathematics.

This course will discuss interesting and fundamental aspects in the development of arithmetic, algebra and geometry. The material covered should serve to enrich the background of the mathematics teacher as well as to be adaptable for classroom use to stimulate interest in the subject.

One period per week for two semesters.

Two semester hours credit.

EDUCATION 199-200—Science Teaching in the High Schools.

This course will be primarily for students who are teaching or expect to teach any of the high school or junior high school sciences. The purpose of this course will be to supplement the knowledge of the subject matter already acquired by the student with discussions of classroom methods and techniques adapted to the teaching of science at junior and senior high school levels.

Two periods per week for two semesters.

Four semester hours credit.

DEPARTMENT OF ENGLISH

Professors: Rev. William L. Johnson, S.J., (Chairman Graduate)

Rev. John A. O'Callaghan, S.J., (Chairman)

Rev. Carol L. Bernhardt, S.J., John F. Norton, Rev. Thomas J. Quinn, S.J., Rev. Sidney J. Smith, S.J.

Assistant Professors: *Rev. John L. Boon, S.J., *Rev. William J. Leonard, S.J., *Walter J. Gavin, *G. F. Gage Grob, *Rev. Richard G. Shea, S.J., Eugene J. Feeley, Rev. John W. Ryan, S.J.

Instructor: Rev. Joseph E. McInnis, S.J.

Teaching Fellow: William A. Fahey.

* *Absent on leave.*

ENGLISH O—*A course in remedial English for students who may need special assistance in this subject.*

ENGLISH 1-2—Freshman English.

Prose Composition. A study of the principles of prose writing; the word, the sentence, the paragraph, unity, coherence, emphasis. The qualities of style: clearness, interest and force. Narration, Description and Essay.

Poetry. The nature and types of poetry. Principles of versification, poetic diction, the emotional and intellectual elements of poetry.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 4—History and Criticism of English Literature.

The Age of Shakespeare. The Age of Milton. The Romantic Movement. Victorian Poetry.

Three periods a week for one semester.

Three semester hours credit.

ENGLISH 5-6—Survey of English Literature.

A general survey of English Literature from its beginnings up to and including the time of Milton.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 7-8—The Elizabethan Age.

The Age of Milton. Neo-Classical Period. The Romantics. Victorian Prose and Poetry. The Rise of Contemporary Literature.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 11-12. Survey of English Literature.

A general survey of English Literature from its beginnings to modern times.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 21-22—English Oratory and Shakespeare.

The theory and practice of oratorical composition. The qualities of oratorical style. Structure of the speech. Exposition, argument, persuasion, analysis and stylistic study of oratorical masterpieces.

Shakespeare. A study of selected tragedies of Shakespeare for their literary and dramatic value.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 23-24—History and Criticism of English Literature.

The Age of Dryden. The Classical period. The English Novel. Victorian Essayists. Twentieth Century.

One period a week for two semesters.

Two semester hours credit.

ENGLISH 25—English Literature of the Eighteenth Century.

The Age of Dryden; of Pope; the rise of the periodical essay (Addison and Steele), DeFoe, Swift; the rise of the English novel; Johnson and his group; the drama; Goldsmith; Sheridan; diaries and letter-writers. The beginnings of romanticism.

Three periods a week for one semester.

Three semester hours credit.

ENGLISH 26—English Literature of the Nineteenth Century.

The general characteristics of the Romantic Movement; Wordsworth, Coleridge, Southey; the narrative poetry of Scott and the historical novel; the essayists Hazlitt, Lamb, Hunt, Landor, DeQuincey; Shelley, Keats and Byron.

Three periods a week for one semester.

Three semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

ENGLISH 105-106—Introduction to Mediaeval Literature.

Introduction to the literary, artistic, social and institutional backgrounds of the Middle Ages as they express themselves in English Literature. The course, primarily literary, aims to develop an appreciation for the contribution of the Mediaeval World.

Three periods a week for two semesters.

Six semesters hours credit.

ENGLISH 121-122—Shakespeare.

The biographical, literary, and theatrical backgrounds of Shakespeare's work with special concentration on selected plays representative of his dramatic technique and development.

Three periods a week for two semesters.

Six semesters hours credit.

ENGLISH 128—Tudor Drama.

The study of the development of the drama in the sixteenth century. Readings in representative dramatists.

Three periods a week for one semester.

Three semester hours credit.

ENGLISH 131—The Romantic Movement in English Poetry I.

The works of the several poets who reveal the departure from the tradition established by Dryden and Pope. The development of new poetic interest and emphasis in the work of Young, Crabbe, Thomson, Gray, Collins, Macpherson, Percy, Chatterton, Burns, and Blake and the influence of these poets on later romantic poets.

Three periods a week for one semester.

Three semester hours credit.

ENGLISH 132—The Romantic Movement in English Poetry II.

The poetry of the later romantic poets who continue and extend the directions of their predecessors. The Poetry of Wordsworth, Coleridge, Southey, Shelley, Byron, Keats, Scott, Moore, and Landor examined in its relation to the life and thought of England and Europe.

Three periods a week for one semester.

Three semester hours credit.

ENGLISH 141-142—Victorian Prose.

A critical survey of the development of Victorian tendencies in prose, including Carlyle, Newman, Arnold and the Novelists of the later nineteenth century.

Three periods a week for two semesters.

Six semesters hours credit.

ENGLISH 146—Post Victorian Prose.

A comparative study of American and British literature in the late nineteenth and early twentieth centuries.

Three periods a week for one semester.

Three semester hours credit.

ENGLISH 151-152—American Literature.

A survey of the most important figures in American literature from the beginnings through the first decade of the twentieth century. Special attention will be given to the dominant characteristics of the literary trends in the major sections of the country. Required for English Majors.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 161-162—Contemporary American Literature.

A critical and appreciative survey of the leading poets and prose writers from the nineteen-twenties. Robinson, Frost, Millay, Jeffers, Lewis, Hemingway and other leading prose writers will be considered.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 163-164—Contemporary British Literature.

A critical and appreciative survey of the outstanding poets and prose writers in Great Britain in the late nineteenth and early twentieth centuries.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 165—Modern Catholic Poetry.

The aesthetic ideal of the Oxford Movement will be reviewed in its nature and origin. An intensive study will be made of its reflection in the poetry of some writers of the period and the adoption of the ideal and the influence on their work will be traced in the poetry of others.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 168—Modern Literature.

Literary trends in the early twentieth century in America. The backgrounds and developments leading to contemporary literature are studied.

Three periods a week for one semester.

Three semester hours credit.

ENGLISH 169-170—Modern Catholic Literature.

Beginning with the Oxford Movement, a review of the works of selected Catholic writers, English, American and Irish. The aim of the course will be the aesthetic enjoyment of modern literature in which technical excellence and intensity of feeling are joined with authentic philosophical truth.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 181-182—Creative Writing.

The purpose of this course is to help students with more than ordinary ability to develop a distinctive literary style in writing prose.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 183-184—Fiction Craft.

A study of the technique of fiction writing for advanced students, treating in the first semester of the problems of interest, viewpoint, characterization, plotting, atmosphere, setting and background; in the second semester, of sources of plots, objective and subjective inspirational sources, and general thematic values. Students who take this course will be expected to read extensively from the manuals of fiction-craft, and to prepare an analytic outline of each reading assignment. Original composition work will be expected.

Three periods a week for two semesters.

Six semester hours credit.

ENGLISH 185—Verse Craft.

A study of the forms of verse, and the general principles of versification, followed by an intensive analysis of various devices for obtaining poetic effects: rhythmic usages of time-length and pause; sonnet patterns; emotional and imaginative enlargement and contraction; active and static effects.

Three hours a week for two semesters.

Six semester hours credit.

ENGLISH 186—The One Act Play.

A study of the principles of the One Act Play, together with an analysis of its elements and techniques.

Three hours a week for two semesters.

Six semester hours credit.

ENGLISH 191-192—English Translations of Greek Literature.

This course offers for reading and study selections in good English translations from the *Iliad* and the *Odyssey*, Herodotus, and Thucydides; representative dramas of Aeschylus, Sophocles, Euripides, and Aristophanes; the *Phaedo*, *Symposium*, *Phaedrus*, and parts of the *Republic* of Plato; selections from the *Ethics* and *Politics* of Aristotle.

Three periods a week for two semesters.

Six semester hours credit.

COURSES FOR GRADUATE STUDENTS**ENGLISH 201—Anglo-Saxon.**

This course embraces a study of the grammar of Anglo-Saxon with readings from representative literary works and selections.

Three periods per week for two semesters.

Six semester hours credit.

ENGLISH 205—Mediaeval Literature.

This course, primarily literary rather than linguistic, is a study of the main tendencies in English Literature of the twelfth, thirteenth, and fourteenth centuries. Considerable attention is paid to mediaeval institutions, life and manners as revealed in literature.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 207—Mediaeval Drama.

The drama of the Mediaeval Church; the religious cycles, moral drama, and other dramatic manifestations down to 1500 will be studied.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 211—Chaucer.

A study of the works, the times, and the contemporaries of Chaucer. The aim of this course is to give the student a knowledge of the writings of Chaucer and of the literature of Chaucerian scholarship.

Two periods per week for two semesters.

Four semester hours credit.

ENGLISH 217—Tudor Poetry.

A study of non-dramatic poetry of the sixteenth century, with particular emphasis on Spencer and the sonneteers.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 219—English Drama to 1642.

Pre-Shakespearian and Elizabethan drama, except that of Shakespeare, is the matter investigated. Special attention is given to the literature on the subject.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 222—Shakespeare.

Henry VI, Part Three, and Richard III. Concentrated study of the text with emphasis, in detail, upon the plays as art, poetry and drama. Considerations on life, thought and art based on these plays and on the application of Aristotelian and Thomistic principles to them.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 223—Shakespeare.

A study of two plays, Titus Andronicus and The Comedy of Errors; drama of terror and comic drama; detailed study of the text from the standpoint of subject matter, artistic medium and literary theory.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 225—English Prose: 1603-1727.

This course will include a survey of the most important prose writers including Bacon, Walton, Fuller, Dryden, Pepys, Defoe, Swift, Addison, and Steele. Special attention will be given to the development of various types of prose and to rise of literary periodicals.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 227—English Poetry of the Seventeenth Century.

A study of the more important poets of the seventeenth century, including Jonson, Donne, Herbert, Herrick, Crashaw, Milton and Dryden will be presented in this course. The critical, social and political thought of the period which is reflected in the poetry will be given special attention.

Two periods per week for two semesters.

Four semester hours credit.

ENGLISH 231—English Literature of the Eighteenth Century.

Literature of the eighteenth century and of the religious, social, and philosophical backgrounds of the period.

Two periods per week for two semesters.

Four semester hours credit.

ENGLISH 233—The Romantic Movement.

The nature of romanticism, the evolutionary progress of the English romantic movement, and a survey of the chief romantic writers. Considerable attention will be paid to the religious, social, and philosophical background of the period.

Two periods per week for two semesters.

Four semester hours credit.

ENGLISH 245—Francis Thompson.

The complete poetry of Francis Thompson will be studied as an expression of Victorian tradition in style and content. A comparison will be made of Thompson's treatment of the themes of nature and love and their treatment according to the traditional Victorian mode. Students will be required to make use of the Boston College Collection of Thompsoniana for original research.

Two periods per week for two semesters.

Four semester hours credit.

ENGLISH 247—Coventry Patmore.

The complete works of Coventry Patmore will be studied in relation to the literary trend of the Victorian period. The gradual development of Patmore's aesthetic ideal will be traced in his writings. A comparative study of this ideal will be made with the ideals reflected in the aesthetic movement.

Two periods per week for two semesters.

Four semester hours credit.

ENGLISH 249—Gerard Manley Hopkins.

This course offers an intensive study of the biographical, aesthetic, religious, and literary backgrounds of Gerard Manley Hopkins with special emphasis on the development of his thought and poetry.

Two periods per week for one semester.

Two semester hours credit.

ENGLISH 281—Contemporary Irish Drama.

A summary review of the Irish Dramatists who have written in the English Tradition; the development of the Ascendancy Tradition; the gradual transition to the Gaelic Tradition and the Irish Mode. A discussion of selected plays of dramatists representative of each period.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 282—Modern Irish Lyrics.

The peculiar spirit and technique of Irish lyrics written in English will be studied. The gradual transition from the Celtic, English and Ascendancy Tradition will be traced in the poetry of the foremost Irish lyricists.

Two hours per week for two semesters.

Four semester hours credit.

ENGLISH 291—Psychology of Literature.

The nature of style, genius, the creative faculty and inspiration. The emotions, their kinds and functions.

Two hours per week for one semester.

Two semester hours credit.

ENGLISH 292—Criticism.

Literature considered in relation to its final cause and its effects, aesthetic, classical and romantic. The theory of criticism, its norms, literary and ethical, and its test of values.

Two hours per week for one semester.

Two semester hours credit.

ENGLISH 293—Aesthetics.

Origins and formal elements of art. The nature of beauty. Literature in relation to the other arts and to philosophy.

Two hours per week for one semester.

Two semester hours credit.

ENGLISH 294—Literary Kinds.

Literature in its elements, functions, forms and problems.

Two hours per week for one semester.

Two semester hours credit.

ENGLISH 301—Bibliography and Method.

The purpose of this course is to introduce the student to the proper approach to the study of English literature. The science of bibliography, the particular value of specific works, and the handling of materials relating to chosen problems will be treated in order to assist students in preparing their theses. This course is prescribed for graduate students in the Department of English and must be taken by all who have not as yet satisfactorily fulfilled this requirement.

Two hours per week for one semester.

Two semester hours credit.

DEPARTMENT OF GAELIC STUDIES

Professors: Rev. John E. Murphy, S.J., (Chairman)

Rev. Terence L. Connolly, S.J.

GAELIC 1—Gaelic for Beginners.

Elements of grammar; greetings, proverbs, short stories. This course aims to give a reading knowledge of the language and a basis for conversation in Gaelic. This course does not carry credit towards a master's degree.

Three periods per week for two semesters.

Six semester hours credit.

GAELIC 101—Advanced Gaelic.

Advanced grammar; idioms, translation into English; reading of modern Gaelic authors.

Two periods per week for two semesters.

Four semester hours credit.

GAELIC 221—Ancient Gaelic Literature.

The famous epic, *The Tain*, and its allied stories; *The Finn Saga*, *The Prime Stories of Ireland*, *The Voyages* will be treated from the literary and historical side. The debt due to the monastic schools and Catholic inspiration will be stressed. No knowledge of Gaelic is required.

Two periods per week for two semesters.

Four semester hours credit.

GAELIC 231—Gaelic Literature, 1000-1550.

The religious writings of the Irish bards; the various translations into Irish from Continental Literature; lives of the Irish saints; bardic thought and content; such writers as reveal the highest development of the period. No knowledge of Gaelic is required.

Two periods per week for two semesters.

Four semester hours credit.

GAELIC 241—Gaelic Literature, 1580-1800.

Prose and poetry of writers taken solely from Gaelic sources; lives of the writers, various types of poetry; decline of the Bardic Schools. Students interested in the present Gaelic language and literary revival will come to know the leading writers of the period from the battle of Kinsale to the virtual extinction of the Gaelic tongue. No knowledge of Gaelic is required.

Two periods per week for two semesters.

Four semester hours credit.

GAELIC 251—Gaelic Literature, 1750-1940.

The last of the song-writers in the old tradition; breakdown of the Irish language; rise of the Gaelic league; new writers of the last century; modern Gaelic drama; the development of Gaelic as a literary language and the writers and poets of the present day.

Two periods per week for two semesters.
Four semester hours credit.

GAELIC 253—Contemporary Irish Drama.

A summary review of the Irish Dramatists who have written in the English Tradition; the development of the Ascendancy Tradition; the gradual transition to the Gaelic Tradition and the Irish Mode. A discussion of selected plays of dramatists representative of each period.

Two periods per week for two semesters.
Four semester hours credit.

GAELIC 255—Modern Irish Lyrics.

The peculiar spirit and technique of Irish lyrics written in English will be studied. The gradual transition from the Celtic, English, and Ascendancy Tradition will be traced in the poetry of the foremost Irish lyricists.

Two periods per week for two semesters.
Four semester hours credit.

DEPARTMENT OF GERMAN

Professor: Paul A. Boulanger (Chairman)

Instructor: Rev. Paul J. McManus, S.J.

GERMAN 1-2—Elementary and Intermediate German.

For students who are beginning the study of German or those who have had only one year of German in secondary school. A fundamental course, aiming to give a reading knowledge of the language and including study in pronunciation, a thorough and intensive training in grammar and composition, suitable reading exercises and exercise in simpler forms of conversation.

Three periods per week for two semesters.
Six semester hours credit.

GERMAN 11-12—Intermediate and Advanced German.

Grammar and syntax; readings of historical and narrative prose and poetry.

Three periods per week for two semesters.
Six semester hours credit.

GERMAN 21-22—Advanced German.

Designed for an advanced and refined knowledge of the German language. Selected works of outstanding contemporary authors will be read and special stress laid on correct conversation.

Three periods per week for two semesters.

Six semester hours credit.

GERMAN 23-24—Scientific German.

For students majoring in Sciences. Readings of scientific German texts of special interest to the students in their fields of study.

Three periods per week for two semesters.

Six semester hours credit.

Courses for Advanced Undergraduates**GERMAN 101-102—Survey of German Literature.**

A general view of German Literature dealing with the more important writers and literary movements.

Three periods per week for two semesters.

Six semester hours credit.

GERMAN 151—German Literature in the Nineteenth Century I.

A study of the Romantic Movement in Germany intended for students who wish to major in German. It deals with the poetry, the novel and the drama of this period.

Three periods per week for one semester.

Three semester hours credit.

GERMAN 152—German Literature in the Nineteenth Century II.

Continues the work of German 151. It deals with the Young German Movement. It emphasizes journalism and the novels of Young German authors.

Three periods per week for one semester.

Three semester hours credit.

GERMAN 153-154—The German Drama in the Nineteenth Century.

Deals with the works of the dramatists of that period exclusive of "Faust".

Three periods per week for two semesters.

Six semester hours credit.

GERMAN 161-162—The Classical Era in German Literature.

Consists of a study of the classical era in Germany; reading of selected works with a study of the literary tendencies of this period.

Three periods per week for two semesters.

Six semester hours credit.

GERMAN 171-172—Middle High German.

This course offers a study of the Middle High German language and philology to those students who wish to major in German. It deals with the essentials of the Middle High German and readings of selected Middle High German texts.

Three periods per week for two semesters.

Six semester hours credit.

GERMAN 181-182—Military German.

A specialized course designed in accordance with the U. S. Government war effort. It is of special interest to those students who wish to become acquainted with the up-to-date terminology used in the German land, sea and air forces. Readings in German of recent military publications.

Three periods per week for two semesters.

Six semester hours credit.

GERMAN 191-192—Advanced Composition and Conversation.

This course is designed to give familiarity with German syntax and idioms through practical exercises in written and oral composition. It is open only to students who have had two years of college German.

Three hours per week for two semesters.

Six semester hours credit.

DEPARTMENT OF HISTORY AND GOVERNMENT

Professors: Rev. James L. Burke, S.J., (Chairman)

*Harry M. Doyle

Associate Professors: Rev. Edward H. Finnegan, S.J.

Rev. John F. X. Murphy, S.J.

Assistant Professors: *Rev. James F. Geary, S.J.

Rev. Martin P. Harney, S.J.

Thomas D. H. Mahoney

Instructors: Rev. Harold C. Kirley, S.J.

Fellows: Anthony L. Bruno; Fernando E. Paulsen

HISTORY**HISTORY 1-2—European Civilization to 1500.**

This course is a survey of the Christian era from the introduction of Christianity to the inception of the Reformation.

Three periods per week for two semesters.

Six semester hours credit.

* *Absent on leave.*

HISTORY 3-4—European Civilization to 1648.

This course is a survey of the Christian Era from the introduction of Christianity through the age of the Reformation.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 21-22—European Civilization since 1500.

This course continues the survey of the Christian Era from the Reformation to contemporary times.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 41-42—Mediaeval and Modern Civilization.

This course, designed for scientific students, is a survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times.

Three periods per week for two semesters.

Six semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

HISTORY 101-102—Greek History.

This course treats of the cultural, political and social history of Greece down to the Roman conquest. Special emphasis is placed on Athenian culture.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 105-106—Roman History.

This course treats the social, political and cultural history of Rome to the end of the Western Empire. Special emphasis is placed on the political and literary features of Roman Imperial History.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY—115—Mediaeval Foundations of Modern History I.

A study of the mediaeval *political* factors which have contributed to modern times.

One period per week for two semesters.

Two semester hours credit.

HISTORY 116—Mediaeval Foundations of Modern History II.

A study of the mediæval *educational* factors which have contributed to modern times.

One period per week for two semesters.

Two semester hours credit.

HISTORY 121—Europe During the Era of the Reformation.

This course is a study of the chief factors in European history from the revolt of Luther to the Treaty of Westphalia.

Two periods per week for one semester.

Two semester hours credit.

HISTORY 131—Europe During the Era of Enlightenment and Revolution.

This course is a study of the chief factors in European history from 1648 to 1815.

Two periods per week for one semester.

Two semester hours credit.

HISTORY 141-142—Europe since 1815.

This course traces the history of Europe from the Congress of Vienna to the present time under the impact of nationalism, imperialism, materialism, and totalitarianism.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 143-144—Europe and Asia between Two World Wars.

This course traces national and international factors since the Treaty of Versailles.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 145-146—Politics of the Pacific.

A study of the governmental structures, policies and ethos of the areas in and near the Pacific. The course will emphasize the interrelations of politics, geography and economic resources.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 149—Europe since Napoleon.

This course is a study of the chief factors in European history from 1815 to the present.

Two periods per week for one semester.

Two semester hours credit.

HISTORY 151-152—American History Survey I.

A survey of American civilization from the era of colonization through the Civil War. This course is urgently recommended to all students.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 153-154—American History Survey II.

A survey of American civilization from the era of reconstruction to the present. This course is urgently recommended to all students.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 181-182—Latin American History.

This course emphasizes the cultural elements which entered into Latin American civilization during the periods of colonization and early independence.

Three periods per week for two semesters.

Six semester hours credit.

HISTORY 199—Readings for Prerequisites.

A reading of basic books in fields of history in which candidates for higher degrees are deficient. Reports are to be submitted, conferences attended and examinations taken. The number of credits given will depend on the judgment of the director.

COURSES FOR GRADUATE STUDENTS**HISTORY 201-202—Science and Method of History.**

In this course the fundamental nature of history is examined and established, together with the principles of criticism that should actuate the historical student and writer. This course is prescribed for graduate students in the Department of History and must be taken by all who have not as yet fulfilled this requirement.

Two periods per week for two semesters.

Four semester hours credit.

HISTORY 231-232—History of Ancient Ireland.

A study of the archeological and documentary sources of Irish history down to the expulsion of the Danes.

Two periods per week for two semesters.

Four semester hours credit.

HISTORY 241-242—Europe between Napoleons, 1815-1870.

A study of the political, economic and ideological factors in European history from the Congress of Vienna to the Franco-Prussian War.

Two periods per week for two semesters.

Four semester hours credit.

HISTORY 243-244—Europe from 1870 to 1918.

A study of the political, economic and ideological factors in European history from the Franco-Prussian War through World War I.

Two hours per week for two semesters.

Four semester hours credit.

HISTORY 247-248—Europe since 1918.

A study of the political, economic and ideological factors in European history from Versailles to the present.

Two hours per week for two semesters.

Four semester hours credit.

HISTORY 251-252—American Diplomatic History I.

A study of the foreign relations of the United States from the Revolution through the Civil War.

Two hours per week for two semesters.

Four semester hours credit.

HISTORY 253-254—American Diplomatic History II.

A study of the foreign relations of the United States from the Civil War to the present.

Two hours per week for two semesters.

Four semester hours credit.

HISTORY 255-256—Colonial History of the United States.

A study of the American settlements from their earliest colonization down to the preliminaries of the American Revolution.

Two hours per week for two semesters.

Four semester hours credit.

HISTORY 257-258—The American Revolution and Its Aftermath.

A study of American life from the background of the American Revolution through the Critical Era down to the ratification of the Federal Constitution.

Two hours per week for two semesters.

Four semester hours credit.

HISTORY 259-260—National Expansion, 1790-1828.

A study of the development of American life from the adoption of the constitution to the era of Jacksonian democracy.

Two hours per week for two semesters.

Four semester hours credit.

HISTORY 299—Readings and Research.

A study of source material and authoritative secondary material for a deeper knowledge of some problems previously studied. The number of credits will depend on reports, conferences and examinations.

HISTORY 301—Thesis Seminar.

The problems for research will be taken from the diplomatic history of the United States. The seminar will be supplemented by individual conferences.

GOVERNMENT

GOVERNMENT 101-102—American National Government.

In this course a study is made of the structural and functional aspects of American national government. This course is recommended to Juniors electing government as a major or as an allied field.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 105-106—Public Administration.

A study of the methods by which the administrative services are selected, organized, scrutinized and energized.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 107-108—Business and Government.

A study of the impact of governmental power and policy on the chief aspects of economic life.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 111-112—American Constitutional History.

A study of the chief events and personages shaping the development of the American constitutional system.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 113-114—American Constitutional Law.

This course presents a case-book study of the fundamental principles of the Constitution of the United States as developed in the judicial decisions of the federal courts. This course is open to Seniors only.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 115-116—American Political Parties.

This course treats of the history of the various political parties in the United States from the beginning down to the present.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 119-120—Public Affairs Workshop.

This course was introduced to afford a war-time opportunity for a study of current social science problems connected with the war and the coming peace. Under a system of units teacher and students study the finding, weighing and correlation of information on current affairs. Among the units for study are geopolitik, public opinion, elections in wartime, censorship, civil liberties, managerial revolution, four freedoms, rationing, civilian defense.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 121-122—Government of the Modern World.

This course comprises a study of the principal European and Asiatic governments. Emphasis is placed on the present day structure and functions of these governments as well as on their historical origins.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 123-124—Politics of the Pacific.

A study of the governmental structures, policies and ethos of the areas in and near the Pacific. The course will emphasize the inter-relations of politics, geography and economic resources.

Three hours per week for two semesters.

Six semester hours credit.

GOVERNMENT 141-142—Origins of Representative Government.

A study of the development of sound political philosophy and free political institutions.

Two hours per week for two semesters.

Four semester hours credit.

GOVERNMENT 151—International Relations.

This course is designed to acquaint the student both with the constitutional power and policies of the United States in world affairs and with the chief organizations in which the United States participates.

Three periods per week for one semester.

Three semester hours credit.

GOVERNMENT 199-200—Readings for Prerequisites.

A reading of basic works in areas of government in which candidates for higher degrees are deficient. Reports are to be submitted, interviews conducted, and examinations taken. The number of credits will depend on the judgment of the director.

GOVERNMENT 201-202—Problems of American National Government.

A study of capital administrative and legislative problems of American National Government.

Two hours per week for two semesters.

Four semester hours credit.

GOVERNMENT 211-212—Problems of American Constitutional History.

Special topics in the history of the American constitutional system are explored. Stress is laid on the history of the Supreme Court.

Two hours per week for two semesters.

Four semester hours credit.

GOVERNMENT 213-214—Problems of American Constitutional Law.

This course will study the powers and limitations of American democratic action in periods of national emergency.

Two hours per week for two semesters.

Four semester hours credit.

GOVERNMENT 299—Readings and Research.

A study of source material and authoritative secondary material for a deeper knowledge of some problems previously studied. The number of credits will depend on reports, interviews and examinations.

GOVERNMENT 301—Thesis Seminar.

The problem for research will be the legal theories for reconciling the claims of liberty and authority in periods of national emergency. The seminar will be supplemented by individual conferences.

GOVERNMENT 303—Seminar in the Great Books of Political Science.

This seminar is a group analysis on the leading treatises in political science. Among the writings to be examined in detail are: Plato, *Republic*, Aristotle, *Politics*, Plutarch, *Lives*, Aquinas, *On The Governance of Rulers*, Leo XIII, *Rerum Novarum*, *Federalist Papers*.

Two hours per week for two semesters.

Four semester hours credit.

DEPARTMENT OF MATHEMATICS

Professors: Rev. George A. O'Donnell, S.J., (Chairman)

Associate Professor: Harold A. Zager.

Assistant Professors: *Rev. Carl Morgan, S.J., Fakhri L. Maluf, Wylma R. Kellar.

Instructor: Rev. Anthony J. Eiardi, S.J.

Fellows: Archille J. Laferriere, Robert J. LeBlanc.

MATHEMATICS 1-2—Fundamentals of College Mathematics.

The essentials of College Algebra, Trigonometry and Analytic Geometry, together with an introduction to Differential and Integral Calculus.

Three periods per week for two semesters.

Six semester hours credit.

MATHEMATICS 3-4—Freshman Mathematics.

After a review of Elementary Algebra, this course will treat College Algebra, Trigonometry and Analytic Geometry.

Three periods per week for two semesters.

Six semester hours credit.

*Absent on leave.

MATHEMATICS 31-32—Calculus.

Differential and Integral Calculus.

Three periods per week for two semesters.

Six semester hours credit.

MATHEMATICS 34—Mapping.

The elementary theory of map making, the use and interpretation of maps, with emphasis on military applications.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 38—Elementary Surveying.

The theory and practice of surveying.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 41-42—Navigation.

Navigation and Nautical Astronomy.

Three periods per week for two semesters.

Six semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

MATHEMATICS 113—Theory of Equations.

Polynomial functions; cubic and biquadratic equations; symmetric functions; determinants; elimination; resultants; discriminants.

Two periods per week for two semesters.

Four semester hours credit.

MATHEMATICS 131—Analytic Geometry of Space.

Lines; surfaces; transformations of coordinates; general equation of the second degree; quadric surfaces and their properties.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 132—Synthetic Projective Geometry.

Principle of duality; Desargues' theory and applications; cross ratio; conics and their polar equations.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 135—Introduction to Higher Geometry.

Geometrical transformations, together with projective geometry including its principal subsidiary geometries.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 141—Differential Equations.

The study and solution of equations of the first and second order; integration by series; applications to Chemistry and Physics.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 142—Advanced Calculus.

A more precise definition of function, derivative, continuity, etc., is given. The course also treats: power series, partial differentials, implicit functions, curvilinear coordinates, the definite integral, line, surface, and space integrals, ordinary and partial differential equations, Gamma and Beta functions and the calculus of variations.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 143—Partial Differential Equations of Physics.

The general methods for the solution of the differential equations of Poisson, Laplace, and the Wave equation for applications in Physics; the generalized (Curvilinear) coordinate transformation theory; Fourier's heat conduction equation; Fourier's series; Bessel's functions; Legendre's polynomials; orthogonal function theory.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 151—Vector Analysis.

Fundamental operations; the calculus of vectors; the operator Del; the theorems of Green, Stokes and Gauss.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 161-162—Graphical Methods.

Graphical methods and solutions; curve fitting, integration and interpolation. Prerequisite: Differential and Integral Calculus.

Three periods per week for two semesters.

Six semester hours credit.

MATHEMATICS 163—Theory of Infinite Processes.

The elements of the theory of infinite processes: sequences, series and products.

Two periods per week for two semesters.

Four semester hours credit.

MATHEMATICS 165-166—Mathematics of Aerodynamics.

The dynamics of flight.

Three periods per week for two semesters.

Six semester hours credit.

MATHEMATICS 171-172—Elements of Mathematical Statistics.

Central tendency, variability, simple correlation, reliability, partial and multiple correlation, correlation ratio, normal curve, factor analysis, analysis of variance, chi square. Prerequisite for this course: Differential and Integral Calculus.

Three hours per week for two semesters.

Six semester hours credit.

MATHEMATICS 174—The Theory of Correlation.

Measurement, analysis and interpretation of functional relationships between attributes and variables by means of linear, non-linear, multiple, partial, biserial and tetrachoric correlation and regression equations.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 181—Finite Groups.

An introduction to the study of finite groups, together with applications of this theory to Algebra and Geometry.

Two periods per week for two semesters.

Four semester hours credit.

MATHEMATICS 183—Mathematics for Defense Industries and Activities.

A survey of advanced Mathematics which will be of value to students seeking to enter into defense industries and to prepare for national defense, especially meteorology and aviation. This course will include selected topics from Differential Equations, Advanced Calculus, Vector Analysis and Partial Differential Equations.

Two periods per week for two semesters.

Four semester hours credit.

COURSES FOR GRADUATE STUDENTS**MATHEMATICS 231—Differential Geometry.**

A study of the differential geometry of curves and surfaces in ordinary space. Differential invariants. Frenet's formulae.

Three periods per week for two semesters.

Six semester hours credit.

MATHEMATICS 243—Riemannian Geometry and Tensor Calculus.

The study of determinants, matrices, functional determinants and matrices; vectors; covariant, contravariant, mixed tensors; the Riemannian metric; Cristoffel symbols; covariant differentiation; the Ricci tensor and the curvature of Riemannian space; hypersurfaces.

Two periods per week for two semesters.

Four semester hours credit.

MATHEMATICS 245—Integral Equations.

The classical theory of linear integral equations as developed by Volterra, Fredholm and Hilbert will be presented together with applications to mathematical physics.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 249—Calculus of Variations.

The maximum and minimum properties of functions, curves, and surfaces; applications to problems of Geometry and Physics.

Two periods per week for two semesters.

Four semester hours credit.

MATHEMATICS 251—Potential Theory.

Newtonian attraction and potential; logarithmic potential; equations of Laplace and Poisson. The subject matter will be treated from the vector point of view.

Three periods per week for two semesters.

Six semester hours credit.

MATHEMATICS 261—Theory of Functions of a Complex Variable.

The following topics will be treated; complex number system; limits; continuity; differentiation and integration; transformations; series; residues; multiple-valued functions and Riemann Surfaces.

Three hours per week for two semesters.

Six semester hours credit.

MATHEMATICS 263—Theory of Functions of a Real Variable.

The presentation and formulation of the concepts of infinitesimal analysis more precise than the intuitive treatment in elementary calculus. The topics considered are: real numbers; point sets; limits of sequences and functions; continuity; properties of differentials; theory of Riemann, Stieltjes and Lebesgue integration.

Three periods per week for one semester.

Six semester hours credit.

MATHEMATICS 265—Elliptic Functions.

The periodicity of simple periodic functions; double periodic functions; general theory of Weierstrassian function.

Three periods per week for one semester.

Three semester hours credit.

MATHEMATICS 301—Seminar.

Topics for discussion of interest to the students are chosen. Time and credit to be arranged.

MUSIC

MUSIC 101-102—A Survey of Music.

The purpose of this course is to acquaint the general student with the history of the progress of music technique and with those factors which contribute to a fuller understanding and greater enjoyment of music.

There are no musical prerequisites of a technical nature to this course. It is given primarily for the student who keenly desires a systematized approach to the world of music and to those who will require such a general background for concentration in music.

Three periods per week for two semesters.

Six semester hours credit.

MUSIC 103—History of Choral Music.

This course is offered for the student who wishes to continue more minutely his study of music history in the field of choral music from the middle ages to the present day. Sacred and secular music is reviewed with particular emphasis on Chant, Sacred Polyphony, the Madrigal, Folk Song, the rise and progress of Opera, the Solo Song, the Cantata, the Oratorio, and the twentieth century idiom as found in the vocal works of Berg, Stravinsky, and Delius.

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit.

MUSIC 104—History of Instrumental Music.

This course is intended as a complement to the History of Choral Music for those who wish to plan further and advanced study in the field of music appreciation. The lectures will stress the invention and development of instruments and their use by performers and composers in solo and ensemble playing and composing.

The perfection of stringed, brass, woodwind, percussion, and keyboard instruments, the rise of instrumental virtuosity and its effect upon composition, the origin, growth, and the use of forms, viz., the overture, the suite, the concerto grosso, the ballet, the symphony, program music, etc., comprise some of the topics which are discussed in presenting this survey of purely instrumental music from the close of the sixteenth century in the works of Giovanni Gabrielli down to the twentieth century idiom of Bartok and Hindemith.

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF PHILOSOPHY

Professors: Rev. John A. O'Brien, S.J., (Chairman)

Rev. Alexander G. Duncan, S.J., Rev. Stephen A. Koen, S.J.,

Rev. Francis E. Low, S.J.

Associate Professors: Rev. Francis J. Cotter, S.J., Rev. John J. Murphy, S.J.

Assistant Professors: Rev. Francis Flaherty, S.J., Rev. Michael T. Harding, S.J., Rev. John A. McCarthy, S.J.

PHILOSOPHY 41—Dialectics.

The laws of thought; the nature and acts of the mind; ideas; judgments; the syllogism; laws of correct reasoning; induction and deduction; argumentation and proof.

Six periods per week for one-half semester.

Three semester hours credit.

PHILOSOPHY 42—Criteriology.

Truth and error; the nature of certitude; the value of human testimony; criterion of truth.

Six periods per week for one-half semester.

Three semester hours credit.

PHILOSOPHY 43—Ontology.

Being, concept and attributes; states of being. Substance and accident; Hypostasis and personality. Causes of being; principle of Causality.

Six periods per week for one-half semester.

Three semester hours credit.

PHILOSOPHY 44—Cosmology.

Origin and formation of the world. Constitutive properties of bodies. Laws of nature; miracles.

Six periods per week for one-half semester.

Three semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

PHILOSOPHY 101—Fundamental Psychology.

Life in general; empirical observations of vital action; purposive activity; immanency of action. Nature of vegetative life; nature of animal life; instinct and intelligence. Origin of life; origin of species of plants and animals; biologic evolution.

Four periods per week for one-half semester.

Two semester hours credit.

PHILOSOPHY 102—Advanced Empirical Psychology.

Empirical study of sensitive life of man; nature and properties of sensation. Modern theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant and Spencer. Scholastic doctrine.

Empirical study of intellectual life of man; the intellect; its nature; the universal idea; theories of Plato, Descartes, Spinoza. Origin of the idea; empiricism, sensism, positivism, scholastic theory. The will; the freedom of the will.

Four periods per week for one-half semester.

Two semester hours credit.

PHILOSOPHY 103—Advanced Rational Psychology.

Nature and substance of the human soul; theories on Ego advocated by Kant, Hume, Mill, James rejected. Relation of soul to body; the psychophysical activities of man. Creation of soul; refutation of anthropologic evolution.

Four periods per week for one-half semester.

Two semester hours credit.

PHILOSOPHY 104—Natural Theology.

Atheism, Agnosticism, Pantheism, Theism. The Existence of God. Essence; Attributes. God and the world; creation; preservation; concurrence; Providence; problem of evil. Supplementary questions: modern philosophers; materialistic and pantheistic concepts of God.

Four periods per week for one-half semester.

Two semester hours credit.

PHILOSOPHY 105—General Ethics.

Definition, nature, object, necessity. Ultimate end of man. Human action; merit, imputability. Morality of human acts. Norm of Morality. Law, eternal, natural, positive. Nature and origin of moral obligation. Kant's Categorical Imperative. Conscience.

Four periods per week for one semester.

Four semester hours credit.

PHILOSOPHY 106—Special Ethics.

Man's duties to Creator, self, neighbor. Right of ownership; Communism and Socialism; property, wills, contracts; capital and labor; trade unions; strikes. Society, domestic and civil; functions of parents, civil government; International Law; nature and justice of war; pacifism; arbitration.

Four periods per week for one semester.

Four semester hours credit.

PHILOSOPHY 107-108—History of Philosophy.

A study of the Oriental, Greek, Christian, and Scholastic Schools of Philosophy; Modern Philosophy; various systems and theories of Descartes and his followers, Spinoza, Locke, Hume, Voltaire, Leibnitz, Berkeley, Rousseau; the Scottish School and the Transcendentalists; Kant, Fichte, Schelling, Schopenhauer and Hegel; Neo-Kantians; Neo-Scholastics; Thomistic Philosophy under Leo XIII.

Three periods per week for two semesters.

Six semester hours credit.

PHILOSOPHY 301 Seminar—History of Philosophy.

Selected readings and discussions in the History of Philosophy is the subject matter. Restricted to students in Honors Course.

Two periods per week for two semesters.

Four semester hours credit.

PHILOSOPHY 302 Seminar—Study of Sources and Commentaries.

Selected readings and discussion of source material and current philosophical books and periodicals is the subject matter. Restricted to students in Honors Course.

Two periods per week for two semesters.

Four semester hours credit.

COURSES FOR GRADUATE STUDENTS**PHILOSOPHY 201—St. Augustine: De Civitate Dei.**

A reading and analysis of the text of *The City of God*, both the Latin original and English translation. Special attention will be given to the separation of the temporary from the timeless and to a discussion and application of St. Augustine's fundamental principles to our times.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 205—St. Thomas: Summa Contra Gentiles.

The English Dominican Fathers' translation from the latest Leonine edition will be used as a text. The course will be devoted to a study of the history of the text and more important commentaries and a direct reading and analysis of the thought content of the work. Special attention will be given to the relation of faith and reason as explained by St. Thomas; God and His attributes as known by reason and St. Thomas' teaching on the problem of evil.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 211—Kant's Theory of Knowledge.

A critical exposition of Kant's theory of knowledge as presented in his Critique of Pure Reason. After an explanation of Kant's influence on modern thought, the a priori forms of space and time, the categories of the understanding, phenomena and noumena, synthetic a priori judgments, and the transcendental unity of apperception, a detailed criticism of the theory will be presented.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 215—Descartes: Discourse on Method and Meditations.

These two important works of a philosopher whose influence on subsequent philosophical thought is most important will be studied, analyzed and criticized. An attempt will be made to estimate the influences that formed his thought and the influence of his thought on future trends. This course will enable the student to acquire a knowledge of the essential characteristics of the Cartesian system.

Two periods a week for one semester.

Two semester hours credit.

PHILOSOPHY 221—Scholastic Social Philosophy.

This course will be a study of the principles of Catholic social thought and an application of them to some aspects of the social economic problem. Such questions as the social teaching of the Schoolmen, the spirit of Capitalism, the morality of usury, the corporate state and the cooperative movement will be treated. The labor encyclicals of Leo XIII and Pius XI will form the basis of the course.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 225—Dialectic Materialism.

The philosophical aspects of the Marxian school of thought will be critically surveyed and analyzed. Its source will be traced, its essential tenets evaluated and its influence estimated. Special attention will be given to Marx's *Capital*.

Two periods a week for one semester.

Two semester hours credit.

PHILOSOPHY 251—Contemporary Psychology.

An intensive study and critical investigation of the principles and tendencies of the more important psychologists and their relations to the Philosophical Psychology of Scholasticism.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 253—Psychology of Personality.

The physical basis of personality with special emphasis on glandular, biochemical and psychological factors. The more prominent theories will be discussed and compared with special reference to Jung, Adler, Prince, Sidis, and Biner.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 255—Psychology of Adolescence.

This course will treat of the physical, social, religious and intellectual development of the normal adolescent. The adolescent and his relations to home, school, community; types of adolescent; normal, delinquent, emotional deviate, intellectual deviate and vocational misfit; psychological methods for treatment of personality maladjustments.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 257—Advanced Empirical Psychology.

Beginning with a critical analysis of the various schools in modern psychology: the Existentialists, Behaviorists, Gestaltists, Purposivists, this course will treat of their findings on the memory, imagination, instinct, emotion, intellection, willing, ideals, motives, and personality.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 273—History of Mediaeval Philosophy.

The History of Philosophy from 800 A.D. to 1500 A.D. will form the subject matter of the course. Special attention will be paid to the adaptation of Aristotelian thought to the Christian philosophy of St. Thomas.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 275—History of Modern Philosophy.

Beginning with Descartes, the History of Philosophy will be traced through Kant to modern philosophers. Modern philosophy's explanation of mind and matter will be the problem for investigation.

Two periods a week for two semesters.

Four semester hours credit.

PHILOSOPHY 299—Readings and Research.

A study of source material and authoritative secondary material for a deeper knowledge of some subject previously studied. The number of credits will depend upon reports and examinations.

DEPARTMENT OF PHYSICS

Professors: Rev. John A. Tobin, S. J., (Chairman)

Frederick E. White.

Associate Professors: *F. Malcolm Gager, Rev. James J. Devlin, S.J.

Assistant Professor: John L. Shock.

Instructor: Arthur Graham.

Laboratory Assistant: Rev. Charles G. Crowley, S.J.

PHYSICS 1-2—General Physics.

A general survey of classical and modern physics, mechanics, heat, electricity, light and sound. Elementary Calculus is used in mathematical solutions.

Three lectures and one laboratory period per week for two semester.

Eight semester hours credit.

PHYSICS 31—Physical Optics.

This course presents a mathematical study of wave motion. Huygen's Principle, dispersion, interference, diffraction, polarization, electro-magnetic theory of light, Quantum Theory.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 32—Heat and Thermodynamics.

This course gives a mathematical discussion of the generation of heat, thermometry, dilatation, calorimetry, radiation, conduction, thermodynamics, the Kinetic Theory of Gases.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 41-42—General Physics.

This course presents the fundamental principles of Physics for students who have never studied this subject or for students who find their High School inadequate for their study of Philosophy. Emphasis is put upon the experimental facts and the theories rather than on mathematical computations.

N.B. This course gives no credit for medical or scientific schools.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit.

* *Absent on leave.*

PHYSICS 43-44—General Physics.

This course presents the fundamental principles of the mechanics of solids, liquids, and gases, wave motion and radiation, sound, heat, light, magnetism and electricity.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

**COURSES FOR ADVANCED UNDERGRADUATES
AND GRADUATES****PHYSICS 111—Theoretical and Applied Mechanics.**

The mathematical treatment of the mechanics of a particle and rigid bodies; the properties of elastic bodies; impulse and momentum; periodic motion; hydromechanics and hydrodynamics.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 112—Exterior Ballistics.

The methods of exterior ballistics including a review of certain concepts of mechanics, the construction and use of range tables, and the use of trajectories.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 122—Acoustics.

A study of the theory of vibration and sound from a modern viewpoint. This course will afford many examples of the method of Theoretical Physics. Special attention will be given to the theory and design of modern sound apparatus used in Electronics.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 132—Heat and Thermodynamics.

This course gives a mathematical discussion of the generation of heat, thermometry, dilatation, calorimetry, radiation, conduction, thermodynamics, the Kinetic Theory of Gases.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 132—Meteorology.

Composition of the atmosphere, theory and use of meteorological instruments, evaporation, condensation and precipitation in the atmosphere, causes of temperature variations, wind systems and air masses, weather analysis and study of weather maps.

Three lecture periods per week for one semester.

Three semester hours credit.

PHYSICS 141—Physical Optics.

This course presents a mathematical study of wave motion. Huyghen's Principle, dispersion, interference, diffraction, polarization, electro-magnetic theory of light, Quantum Theory.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 151—Alternating Currents.

The mathematical study of heating, lighting and magnetic effects, capacitance, impedance, resonance, etc.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 152—Radio Communications.

Radio transmitting and receiving systems, including radio aids to navigation and aviation: the vacuum tube as an oscillator, amplifier, rectifier, modulator, and demodulator.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

PHYSICS 191—Theory of Measurement.

The general aspects of the laboratory method as a tool of analysis in the field of research; the theoretical and practical study of measurement methods in errors; graphical representation and analysis.

Three lectures per week for one semester.

Three semester hours credit.

PHYSICS 192—Mechanical Drawing.

Drafting, lettering, tracing, drawing projections, etc.

One lecture and one laboratory period per week for two semesters.

Four semester hours credit.

PHYSICS 193—Modern Physics and Philosophy.

Discussions of the coordinated accounts of fundamental facts and theories in Physics and their relationships to Scholastic Philosophy. The problems of Epistemology and Psychology and Metaphysics of the reality of the physical world and Cosmology of modern theories are reviewed in the study of the Quantum Theory, Atomic Theory and Relativity.

Three lectures per week for one semester.

Three semester hours credit.

PHYSICS 194—Optical Instruments.

The study of fundamentals of geometrical optics, image formation by lenses and mirrors, defects of lenses, and testing of optical parts. The theory and use of telescopes, periscopes, range finders, etc.

Three lectures per week for one semester.

Three semester hours credit.

COURSES FOR GRADUATE STUDENTS**PHYSICS 201-202—Theoretical Physics.**

An introduction to the fundamental principles and the mathematical theory of the general fields of Physics, contributing a foundation for subsequent specialization.

Three lectures per week for two semesters.

Six semester hours credit.

PHYSICS 241-242—Spectroscopy.

An advanced study of Huyghen's principle, dispersion, diffraction, polarization, origin of spectra, radiation potentials and recent theories of light.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit.

PHYSICS 261-262—Electric Oscillations and Electromagnetic Waves.

A study of the more important aspects of gaseous and thermionic conduction. Special emphasis is given to circuit element applications and limitations. Circuits under free and forced vibrations are studied. Particular attention is directed to thermionic and ionic oscillators, modulation, regeneration, demodulation, amplification and to commercial frequency rectification, and transmitting and receiving systems and radiation of energy into space.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

PHYSICS 263-264—Electromagnetic Theory.

The study of electrostatic fields, dielectric and electrical energy, magnetic fields of magnets and currents, radiation and propagation of waves. Maxwell's equations and the Poynting vector, and their application to reflection and refraction of waves through different media, Fresnel's formulae, Brewster's angles and the Zeeman effect.

Three lectures per week for two semesters.

Six semester hours credit.

PHYSICS 271—Seismology.

The theory and causes of earthquakes, the principles of the seismograph, dynamics of seismic wave propagation.

PHYSICS 281—Atomic Physics.

After a brief survey of the history of the subject, the solution of the Schrodinger wave equation for important systems is studied in great detail. This is followed by the consideration of the perturbation theory, the variation method, etc.

Two lectures per week for two semesters.

Four semester hours credit.

PHYSICS 301—Seminar.

A discussion of selected topics from Modern Physics.

One seminar per week for two semesters.

PHYSICS 303—Thesis Work.

A research problem to determine and increase the ability of the student to do original work of an investigating nature. A formal problem will be assigned to the student by the department. Formal records must be accepted and conferences with the advisor are required.

***ELECTRICAL ENGINEERING**

(Limited to Communications Option)

ELECTRICAL ENGINEERING 1-2—Machine Tool Laboratory.

A course in the use and application of machine tools. Includes laying-out work, filing, drilling, reaming, counterboring and tapping. Also screw cutting, surface grinding and adjustments of tools.

One laboratory period for two semesters.

Two semester hours credit.

ELECTRICAL ENGINEERING 3-4—Engineering Drawing.

Instruction in the correct use of drafting instruments and materials. Practice in lettering, projection drawing, etc.

One laboratory period a week for two semesters.

Two semester hours credit.

ELECTRICAL ENGINEERING 31-32—Electrical Engineering Principles.

This course presents the fundamental knowledge necessary for the understanding and solution of electric circuit response where constant forces are present. The derivation and evaluation of circuit parameters, elementary mesh and node network theory, elementary alternating current theory in the steady state and analysis of simple alternating current circuits.

Three lectures per week for two semesters.

One laboratory period for one semester.

Seven semester hours credit.

*This curriculum is inoperative at present.

ELECTRICAL ENGINEERING 33-34—Machine Design.

This study of the elements of mechanism is intended primarily to familiarize the student with the more fundamental machine elements and to give him practice in the application of kinematics to the field of mechanical movements. The problem work is graphical and requires experience in mechanical drawing.

One lecture and one laboratory period a week for two semesters.
Four semester hours credit.

ELECTRICAL ENGINEERING 35—Electrical Instruments.

Instruction in the use of electrical measuring instruments and laboratory apparatus of a special nature for communications measurements. Current, voltage and power measurements over a wide range of frequencies and calibration of instruments is treated.

Two lectures a week and one laboratory period for one semester.
Three semester hours credit.

ELECTRICAL ENGINEERING 36—Engineering Thermodynamics.

A mathematical discussion of the generation of heat, thermometry dilution, calorimetry, radiation, conduction and thermodynamics applied to internal combustion and steam engines.

Three lectures a week and one laboratory period for one semester.
Four semester hours credit.

ELECTRICAL ENGINEERING 37-38—Engineering Mechanics.

A mathematical treatment of statics, kinematics, and kinetics, resultants and equilibrium of force systems, friction, centroids, particle and rigid body motion, work and energy, impulse and momentum, and moment of inertia.

Three lectures per week for two semesters.
One laboratory period a week for one semester.
Seven semester hours credit.

ELECTRICAL ENGINEERING 41-42—Electrical Engineering Principles.

This course is a continuation of E. E. 31-32. The treatment includes special methods of handling complicated linear networks and single non-linear networks.

Three lectures and two laboratory periods a week for two semesters.
Ten semester hours credit.

ELECTRICAL ENGINEERING 43-44—Electrical Communications Principles.

The main functions of the vacuum tube and their applications to the art of communication.

Three lectures and two hours of problems a week for two semesters.
Eight semester hours credit.

ELECTRICAL ENGINEERING 45—Electroacoustics.

This course considers the general electromechanical problem with emphasis on head telephone, loudspeakers, microphones and electromechanical filters.

Two lectures and one laboratory period a week for one semester.
Three semester hours credit.

ELECTRICAL ENGINEERING 48—Strength of Materials.

This course treats of the behavior of materials under stress. Methods for determining physical properties and the interpretation of these tests.

Three lectures and one laboratory period a week for one semester.
Four semester hours credit.

ELECTRICAL ENGINEERING 51—Electrical Engineering Principles.

This course is a continuation of E. E. 41-42.

Three lectures and two laboratory periods a week for one semester.
Five semester hours credit.

ELECTRICAL ENGINEERING 53-54—Electrical Communications Principles.

This course is a continuation of E. E. 43-44.

Three lectures and three laboratory periods a week for two semesters.
Twelve semester hours credit.

ELECTRICAL ENGINEERING 56—Electronics.

Three lectures and one laboratory period for one semester.
Four semester hours credit.

DEPARTMENT OF RELIGION

Professors: Rev. Maurice A. Whelton, S.J., (Chairman)

Rev. John A. O'Brien, S.J.

Rev. John A. McCarthy, S.J.

Assistant Professors: Rev. Joseph G. Doherty, S.J., Rev. Francis Flaherty, S.J., Rev. Michael J. Harding, S.J.

RELIGION 1—Divinity of Christ.

Revelation, natural and supernatural, is the first topic studied in this course; this is followed by an analysis of Miracles and Prophecies as the guarantees of Revelation. The Documents of Christian Revelation and their historic value are next examined. The authenticity, integrity and reliability of the four Gospels is then established. From these, proofs are then drawn to establish the Divinity of Jesus Christ, the divine origin of His mission and His Doctrines and the Divine approval of the Christian Religion established by Him.

Two periods per week for one semester.
One semester hour credit.

RELIGION 2—The Church of Christ.

This course, assuming Religion 1, goes further to prove the Catholic Church as the Church established by Christ. The designation of the Apostolic College as an authentic and authoritative teaching and ruling body is first examined; this is followed by an analysis of the promise and conferring of the Primacy of Jurisdiction on St. Peter. The nature and character of Christ's Church, the marks which it was to have, are then studied as they appear from His declaration in the Gospels and from inferences drawn from these statements. These are then applied to the religious bodies of the world with a view to determining the Catholic Church as the Church established by Christ. Detailed study is then made of certain special questions such as Papal Infallibility, Papal Jurisdiction, the Bishops and Councils, the relations of Church and State.

Two periods per week for one semester.

One semester hour credit.

RELIGION 21—Existence and Essence of God.

This course begins with an examination of the idea of belief in God. The nature of Faith, natural and supernatural, is then examined, and the necessity and certainty of Faith are then pointed out. This part of the course concludes with a brief study of general ideas about Sacred Scripture and Tradition as fonts of Revelation.

The second part of this course examines the various arguments which are used to prove the existence of God. The nature and essence of God are then taken up, together with the Divine Attributes, and discussions are held on Pantheism and Atheism. The fundamental notions of the mystery of the Trinity of Persons in the one Divine Nature.

Two periods per week for one semester.

One semester hour credit.

RELIGION 22—God the Creator.

The first part of this course takes up the question of the creation of the world and its various component elements, together with certain related questions of modern interest. The second part of the course examines the state of Original Justice in which our first parents were established and their loss of this state and its privileges by Original Sin; the consequences of this sin are then taken up, together with the related question of the Immaculate Conception of Mary, the Mother of God. The course concludes with a discussion of Eschatology: the General Judgment; Heaven; Hell; Purgatory.

Two periods per week for one semester.

One semester hour credit.

RELIGION 41—God the Redeemer.

This course makes an intimate study of the Mystery of the Redemption, beginning with a study of the Person of the Redeemer. The associated Mystery of the Incarnation of the Second Person of the Trinity is taken up, and both mysteries are examined as far as revelation and human reason can go. The Hypostatic Union of the divine and human natures in the one divine person of Jesus Christ is studied, together with many questions involved in this, such as the divine and human wills of Christ, theandric actions, etc.

Two periods per week for one semester.

One semester hour credit.

RELIGION 42—God and Redemption.

This course continues the study of the Mystery of the Redemption begun in Religion 41, examining the nature of Redemption more in detail and discussing the question of the Merits of Christ. The second part of the course discusses the question of the worship of Christ; the devotion to Mary, the Mother of God, and an examination of her prerogatives; the devotion to the Saints. The third part of the course begins the treatment of the application of the Redemption by an examination of the nature and the necessity of Grace, and the definition and study of the different kinds of Grace: Sanctifying Grace; Actual Grace; Efficacious Grace.

Two periods per week for one semester.

One semester hour credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

RELIGION 101—The Sacraments I.

This course continues the treatment of the application of the Redemption, begun in Religion 42. Attention here is devoted chiefly to the Sacraments as the means of Grace. The nature and efficacy of the Sacraments are explained in general, together with certain questions connected with these topics. Then the three Sacraments of Baptism, Confirmation and the Holy Eucharist are examined in detail. The Holy Eucharist is discussed as both Sacrament and Sacrifice, and the nature of the Sacrifice of the Mass is explained.

Two periods per week for one semester.

One semester hour credit.

RELIGION 102—The Sacraments II.

This course completes the discussion of the Sacraments as means of Grace which is begun in Religion 101. The course begins with a treatment of the Sacrament of Penance, and the related question of Indulgences. Then the last three Sacraments are taken up in succession: Extreme Unction; Holy Orders; Matrimony.

Two periods per week for one semester.
One semester hour credit.

DEPARTMENT OF ROMANCE LANGUAGES

Professors: Ernest A. Siciliano (Acting Chairman)

*Eduardo Azuola, Rev. Armand H. Desautels, A.A., Rev.
James M. Leavey, S.J., Rev. George F. Smith, S.J.

Assistant Professor: André de Beauvivre.

Instructor: Rev. Wilfred T. Bouvier, S.J.

FRENCH**FRENCH 1-2—Elementary and Intermediate French.**

For students who are beginning the study of French. An intensive study of French grammar and suitable reading exercises will compose the work of this course.

Three periods per week for two semesters.
Six semester hours credit.

FRENCH 11-12—Intermediate and Advanced French.

Review of French grammar, written and oral composition, and the reading of French prose of moderate difficulty.

Three periods per week for two semesters.
Six semester hours credit.

FRENCH 21-22—Advanced French.

Introduction to the masterpieces of French Literature. Occasional lectures dealing with the eminent French authors; collateral reading.

Three periods per week for two semesters.
Six semester hours credit.

* *Absent on leave.*

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

FRENCH 101-102—Survey of French Literature.

A general view of French Literature. The more important writers and literary movements will be studied. Lectures, collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

FRENCH 131-132—French Literature of the Seventeenth Century.

Lectures, readings and reports treating in detail the social and intellectual life of France during the Golden Age of French Literature. Conducted in French.

Three periods per week for two semesters.

Six semester hours credit.

FRENCH 141-142—French Literature of the Eighteenth Century.

Social, philosophical, scientific, and literary ideas of the Century, with particular attention to the works of Montesquieu, Rousseau, Voltaire, Diderot, Marivaux, and Beaumarchais. Conducted in French.

Two periods per week for two semesters.

Four semester hours credit.

FRENCH 151-152—French Literature of the Nineteenth Century.

Poetry, the novels, and the drama of the Romantic and Realistic Movements through lectures, outside readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

FRENCH 153-154—Poetry of the Nineteenth Century.

The late Romantic period, the Realistic and Symbolistic movements. Special attention will be given to the works of de Musset, Mallarmé, Moréas, H. de Regnier, Verhaen, Jammes and Claudel. Conducted in French.

Three periods per week for two semesters.

Six semester hours credit.

FRENCH 161-162—Contemporary French Literature.

The principal literary movements in France from 1870 to the present. Conducted in French.

Two periods per week for two semesters.

Four semester hours credit.

FRENCH 165-166—Modern Christian Revival in French Literature.

The Revival will be studied from its birth in the late years of the nineteenth century up to the present. Conducted in French.

Two periods per week for two semesters.

Four semester hours credit.

FRENCH 181-182—Advanced French Composition and Conversation.

The writings of contemporary French authors serve as models of composition. As a basis for oral French, a detailed study of phonetics.

Three periods per week for two semesters.

Six semester hours credit.

FRENCH 184—French Literary Criticism.

A detailed study of the contribution to French Literary Criticism made by the following writers: Rénan, Taine, Saint-Beuve, Brunetiere and Faguet.

Three periods per week for one semester.

Three semester hours credit.

FRENCH 187-188—French Stylistique.

This course will combine difficult exercises in translation with a training in pure stylistics. For this purpose, the works of outstanding contemporary French authors will be studied according to the "*Methode expliquée*" to provide material for class discussions, reports and lectures. The course will be conducted entirely in French.

FRENCH 191-192—Military and Scientific French.

This course is especially designed for students who are planning to enter the armed forces of the United States. Military and scientific literature will be read.

Three periods per week for two semesters.

Three semester hours credit.

COURSES FOR GRADUATE STUDENTS**FRENCH 203-204—Introduction to Old French.**

The purpose of this course is to trace the development of modern French from spoken Latin. After the establishment of the phonetic laws, these will be applied to Old French inflections and to resulting modern forms.

Two periods per week for two semesters.

Four semester hours credit.

FRENCH 211-212—French Literature of the Middle Ages.

This course will deal with the chief narrative, dramatic, and lyric literature of France from the twelfth to the fifteenth centuries. Lectures, readings and reports.

Two periods per week for two semesters.

Four semester hours credit.

FRENCH 221-222—French Literature of the Sixteenth Century.

The causes, character, and progress of the Renaissance in France. The Pleiade and the transformation of the French lyric ideal; the birth of the regular French tragedy; oratory, essay, and satire. Conducted in French. Prescribed for all with major in French.

Three periods per week for two semesters.

Six semester hours credit.

FRENCH 231-232—The Origin and Development of Romanticism.

A specialized course dealing with Mme. de Staël, Chateaubriand, Lamartine, De Vigny and De Musset. Conducted in French.

Two periods per week for two semesters.

Four semester hours credit.

FRENCH 301—French Seminar.

Designed for guidance of the graduate student in his special field of investigation. Conducted in French.

Time and credit to be arranged.

ITALIAN**ITALIAN 1-2—Elementary and Intermediate Italian.**

For students who are beginning the study of Italian. An intensive study of Italian grammar with suitable composition.

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN 11-12—Intermediate and Advanced Italian.

A thorough review of grammar and practice in written and oral expression. Plays and short stories by contemporary writers will be read.

Three periods per week for two semesters.

Six semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES**ITALIAN 101-102—Survey of Italian Literature.**

A general view of Italian literature, dealing with the more important writers and literary movements. Lectures, collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN 151-152—Italian Literature of the Nineteenth Century.

The poetry, the drama and the novel of the Romantic and Realistic Movements. Class discussion, outside reading and reports.

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN 181-182—Advanced Composition and Conversation.

This course is designed to give familiarity with Italian syntax and idioms through practical exercises in oral and written composition.

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN 185-186—The Italian Novel.

The development of the Italian novel from 1827 to the present. Special attention will be given to the works of Manzoni, Verga, Fogazzaro, Deledda, Pirandello, and Papini.

Three periods per week for two semesters.

Six semester hours credit.

COURSES FOR GRADUATE STUDENTS**ITALIAN 203-204—History of the Italian Language.**

The development of modern Italian from spoken Latin. Selections from the literature of the thirteenth and fourteenth centuries.

Two periods per week for two semesters.

Four semester hours credit.

ITALIAN 221-222—Literature of the Italian Renaissance.

Lectures, collateral reading, and reports on the works of Lorenzo de Medici, Poliziano, Sannazzaro, Machiavelli, Ariosto, Bandello, Castiglione, Bembo, Cellini, and Torquato Tasso. Conducted in Italian.

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN 225-226—The Works of Dante.

The life and minor works of the Poet will be studied and special attention will be given to the *Divina Commedia*. This course is prescribed for all students with a major in Italian.

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN 301—Italian Seminar.

This course is required of graduate students with a major in Italian. It is especially designed for the guidance of the graduate student in establishing those principles of research and criticism that should actuate the student in his special field of investigation. The work is adapted to the needs of the individual student. Conducted in Italian.

Time and credit to be arranged.

PORTUGUESE**PORTUGUESE 1-2—Elementary and Intermediate Portuguese.**

For students who are beginning the study of Portuguese. An intensive study of Portuguese grammar with suitable composition.

Three periods per week for two semesters.

Six semester hours credit.

PORTUGUESE 11-12—Intermediate and Advanced Portuguese.

Review of Portuguese grammar, written and oral composition, and the reading of Portuguese prose of moderate difficulty.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH**SPANISH 1-2—Elementary and Intermediate Spanish.**

For students who are beginning the study of Spanish. An intensive study of Spanish grammar with suitable composition.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH 11-12—Intermediate and Advanced Spanish.

Review of grammar and practice in composition, both written and oral. Plays and short stories by contemporary writers will be read.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH 21-22—Advanced Spanish.

An introductory course to the masterpieces of Spanish literature. Occasional lectures on the authors read, collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES**SPANISH 101-102—Survey of Spanish Literature.**

A general view of Spanish literature, dealing with the more important writers and literary movements; lectures, collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH 161-162—Contemporary Spanish Literature.

Spanish literature from about 1860 to the present. Lectures, collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH 191-192—Advanced Spanish Composition.

The purpose of this course is to enable the student to acquire ease and fluency in the expression of idiomatic Spanish through practice in composition, both oral and written.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH 193—Hispanic American Civilization and Culture.

This course acquaints the student with the civilization and culture of Latin American countries.

One period per week for two semesters.

Two semester hours credit.

COURSES FOR GRADUATE STUDENTS**SPANISH 231—Spanish Literature of the Golden Age.**

This course deals mainly with the works of Cervantes, Tirso de Molina, Guillen de Castro, Calderon, and Lope de Vega. Lectures, readings, and reports. This course is prescribed for all students with a major in Spanish.

Two periods per week for two semesters.

Four semester hours credit.

SPANISH 241—Spanish Literature of the Eighteenth and Nineteenth Centuries.

The second half of the eighteenth century. Poetry, drama, and novel of the nineteenth century. Lectures, collateral reading, and reports. Conducted in Spanish.

Two periods per week for two semesters.

Four semester hours credit.

SPANISH 291—Spanish American Literature.

This course will introduce the student to the masterpieces of Spanish American literature, from the latter part of the nineteenth century to the present time. Lectures, collateral reading, and reports. Conducted in Spanish.

Two periods per week for two semesters.

Four semester hours credit.

SPANISH 301—Spanish Seminar.

This course is prescribed for graduate students with a major in Spanish. It is especially designed for the guidance of the student in special fields of study.

Time and credit to be arranged.

DEPARTMENT OF SOCIOLOGY

Professors: Rev. John C. O'Connell, S.J., (Chairman)

*George F. Fitzgibbon

Instructor: William F. Irwin.

SOCIOLOGY 31-32—Principles of Sociology.

This course presents an outline of Sociology as a science and serves as an introduction to more advanced sociological study. It attempts to give a systematic view of social life and culture in their structural and dynamic aspects. Special consideration is given to those socio-cultural relationships, processes, and traits which are common to all classes of social phenomena. This course is prescribed for all students who have selected Sociology as their major field of study.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 35—Principles of Sociology.

This course serves as an introduction to Sociology and allied social sciences. Basic institutions of Society are considered, also their dynamic value and mutual interaction. Several outstanding systems of sociology are appraised and compared. Required course for all students who elect sociology as a major field.

Three periods per week for one semester.

Three semester hours credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES**SOCIOLOGY 103—The History of Social Thought.**

A rapid survey and critique of the more significant contributions to social thought before 1850. The social thought of the Greeks, Romans, Hebrews, Apostolic Teachers, Patristic Writers, the Mediaeval Schoolmen, and more recent thinkers—notably Machiavelli, Bodin, Montesquieu, Ibn Khaldun, Hobbes, Locke, Rousseau, and De Maistre—will be emphasized in the course of a systematic introduction to contemporary sociological theory.

Three periods per week for one semester.

Three semester hours credit.

* *Absent on leave.*

SOCIOLOGY 104—Contemporary Sociological Theories.

A critical analysis of the outstanding sociological theories from Comte and Spencer to the present time, primarily from the standpoint of their scientific validity and of the social and personal backgrounds of their exponents. The theories considered in the course are grouped to include the mechanistic, the geographical, the biological, the demographic, the sociologicistic, the psychological, and other schools.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 105—Social Pathology.

A broad analytical survey of Society as effected by the fundamental irritants which profoundly affect modern social life. These adverse forces, viz., poverty, mental disease, juvenile delinquency and crime, are carefully considered as to their cause, extent, trend, intensity and mutual interaction.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 107—Criminology.

The causes, treatment and prevention of criminality. The nature of crime and the concept of causation in criminological literature analyzed. The more important theories of the etiology of crime critically discussed, including the views of the Classical, Positivist and modern schools of criminological thought. The basic approaches to the problem of crime causation critically reviewed, and the outstanding researches which exemplify these methods considered at length.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 108—Penology.

The legal machinery for the apprehension, trial, and punishment of criminals; the history and the philosophies of punishment will be presented. Penological, reformative, and preventive programs and a survey of the various measures in operation for the moral, physical and social rehabilitation of offenders. Particular consideration to the instrumentalities of Probation, Indeterminate Sentence and Parole. Preventive measures and outstanding crime surveys analyzed. Prescribed readings, and reports; visits will be made to courts and penal and correctional institutions.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 109-110—Social Change and Social Progress.

Theories of progress and interpretations of social dynamics, from the thirteenth century to the present; the factors and the implications of changes in all aspects of culture are analyzed, but the dynamics of economic, political, and familial institutions will be stressed. The theories of Machiavelli, Montesquieu. The Contract Theorists, the Utilitarians, De Maistre, Le Play, Spencer, Marx, Pareto, Sumner, Spengler, Ogburn, and Sorokin critically reviewed.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 113—Sociology of War.

The social process of "conflict", and war as a major type of conflict, are considered. Causes of war, means employed in waging war and significant fluctuations of the curve of war in western culture are surveyed. The effects of war upon individuals and groups are analyzed at length, with particular emphasis on the impact of modern warfare upon the family, political institutions, economic activity, criminality, mental disorders, social attitudes and the general institutional structure of society.

Three periods per week for two semesters.

Six semester hours.

SOCIOLOGY 121—Social Problems.

This course deals with the nature, causes, social significance and social control of mental deficiency and mental disorders. The techniques of mental hygiene as interrelated with other public health activities are studied. The mental factors involved in problems related to poverty, dependency, unemployment, delinquency and criminality will be critically analyzed. The influence of the endocrine system on the physical and mental capacities of the individual will also be considered.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 123—Sociological Aspects of Public Health.

A critical analysis of the fundamental importance of health, both as an asset to the individual and as a factor in social welfare. The social significance of health and the nature of health problems are discussed. Consideration is given to social prophylaxis and therapeutics. The aspects of hygiene which aim at combating disease of social origin by means of palliative, curative and preventive measures are treated. The modern socio-health movements; constructive programs in public health work advanced by health organizations and agencies.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 125—Housing and Associated Problems.

A study of community interests in the matter of housing. Legislative, economic and social factors are analyzed and correlated. Current problems and future implications are discussed in their local and general significance.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 127—Genesis of Totalitarian Sociology.

In this course is presented an analytical review of social theories advocated by Hobbes, Rousseau and Karl Marx. The aim is to indicate how such variant state ideologies converge ultimately in the modern forms—Nazism, Fascism and Communism.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 131-132—Labor Problems.

An historical sketch of the development of the A. F. of L., the C. I. O., the Independent International Unions, and the United Mine Workers District 50. An appraisal of their objectives and the policies which, in consequence, Labor is likely to endorse.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 141-142—Modern Sociological Crises.

Contemporary institutional readjustments: a study of the aspirations and conflicts of interests between the labor, farm, industry, and commercial groups in the United States; the possible international implications.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 161-162—Sociology of Political Institutions.

An analysis of social science in its political implications beginning with the Socratic influence and extending through the Christian era to the seventeenth century. Concepts are evaluated against the framework of the Christian state.

Three periods per week for two semesters.

Six semester hours credit.

SOCIOLOGY 171—Rural-Urban Sociology.

A survey of two great population masses in terms of their natures, chief characteristics, dynamics, mutual interaction and general formative influence upon individuals and groups. Agricultural problems are considered especially as they supply cultural and functional connections between rural and urban communities.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 181-182—Post War Relations.

A study of the social consequences of the regional blocs formed as a result of World War II.

Three periods per week for two semesters.

Six semester hours credit.

COURSES FOR GRADUATE STUDENTS**SOCIOLOGY 201—Sociology of the Family.**

This course introduces a rapid sketch of the family as it appears historically in different fundamental types. The main treatment will center upon the modern family as a societal unit, considering its origin, nature and purpose; prevalent trends which militate for or against family solidarity and effectiveness; a survey, as to content and value, of current analysis of recognized domestic problems as for example, marriage, divorce, birth limitation, etc.

Two periods per week for two semesters.

Four semester hours credit.

SOCIOLOGY 209—Totalitarian Sociology.

The main types of totalitarian states are submitted to a careful social analysis. Underlying principles and current trends are emphasized, and prospects for future development are indicated. Functioning political institutions—Fascism, Nazism, Communism and Internationalism—are compared and differentiated.

Two periods per week for two semesters.

Four semester hours credit.

SOCIOLOGY 211—Rural-Urban Sociology.

A comparative survey of two great population masses, the purpose being to show clearly the formative influence, alike on individuals and groups, which arises from environment, occupation, social interests, politics, etc. Attention is given to the insistent agricultural problems with their wide-spread influence, especially as they supply connections, culturally and functionally, between the rural and the urban groups.

Two periods per week for two semesters.

Four semester hours credit.

SOCIOLOGY 221—Social Control.

Social Control considered as a social process by which the individual is made "group responsive" and by which social organization is developed and maintained. The following subjects are stressed: institutions as control agencies, means of social control; the weakening of social control as an element in social problems, and control in our dynamic society.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 222—Modern Migration.

This course treats the international aspects of human migration objectively, with emphasis upon migration to the United States. Consideration is given to attitudes and policies with reference to migration as the results of the traditions and current influences out of which they have grown. Social and economic effects of migration are discussed.

Three periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 241—Sociology of Religion.

A comparative survey of the most prominent religious organizations of ancient and modern times, to indicate their respective sociological effects upon population groups as to stratification, economic standards, institutional formations and general social programs.

Two periods per week for two semesters.

Four semester hours credit.

SOCIOLOGY 243—Social Theory of St. Thomas Aquinas.

While this course concentrates chiefly on the sociological content of Aquinas, attention is given also to trends of thought which were ascendant in the centuries immediately preceding his life time, and to those which were subsequently dominant up to the Renaissance.

Two periods per week for two semesters.

Four semester hours credit.

SOCIOLOGY 301—Seminar in Modern Sociological Problems.

Primarily of interest to students who have taken Soc. 31 or its equivalent. The program is made up almost entirely of round table discussions. Short theses are prepared, read and discussed by the class members. In addition there are occasional lectures by the professor or guest-speakers prominent in their special field of social action.

SOCIOLOGY 310—Sociological Research.

The following research courses aim to widen the lecture field and to encourage individual concentration. Properly qualified students may enroll in these courses with the approval of the instructors in charge.

- S. R. 311. Sociological Theory
- S. R. 312. Social Disorganization
- S. R. 313. Population Trends
- S. R. 315. Familistic Types
- S. R. 317. Criminology
- S. R. 318. Cultural Dynamics
- S. R. 319. Social Histology
- S. R. 321. Comparative Sociology

Scholarships

The establishment of scholarships is greatly to be desired, for in this way many young men of excellent promise are given the advantage of a collegiate education which they could not otherwise obtain. To all who have at heart the best interests of youth is earnestly recommended this opportunity of spreading the beneficial influences of Catholic education and of enabling worthy young men to equip themselves for the higher spheres of life and thus to aid effectively both Church and State. By means of the established scholarships the Trustees of Boston College are able to provide education for promising students who are unable to pay the regular tuition fees.

All scholarships are accepted with the understanding that the amount to be applied to the holder of the scholarship will be only the income from the principal.

The holder of a scholarship will be required to maintain a high rank in his class for proficiency, diligence and good conduct. An average of 75 per cent must be attained by all who hold scholarships.

The Scholarship Funds contributed are recorded in the following list. It is required that the holder of a scholarship make up the deficit, if any, between the available Annual Income and the Regular Tuition Fee of \$250.

THE WILLIAM CARDINAL O'CONNELL SCHOLARSHIPS

THE REVEREND TIMOTHY MAHONEY FUND

THE JEREMIAH J. FITZGERALD FUND

ST. MARY SCHOLARSHIPS

THE MARY KATHERINE KEITH SCHOLARSHIPS (Income on \$50,000.)

THE REVEREND THOMAS F. BRANNAN SCHOLARSHIPS.

(Income on \$40,000.)

Established for deserving Roman Catholic boys. In the awarding of these Scholarships, preference is to be shown boys from St. Edward's Parish, Brockton, Mass.

THE ELIZABETH ANN AHERN SCHOLARSHIP (Income on \$4040.)

THE MARGARET V. AHERN SCHOLARSHIP (Income on \$4000.)

THE MARTHA MOORE AVERY SCHOLARSHIP (Income on \$4000.)

Appointment to be made by the Moderator of the Philomatheia Club.

THE EDWARD L. BAKER SCHOLARSHIP (Income on \$1500.)

THE REVEREND GARRETT BARRY SCHOLARSHIP (Income on \$2500.)

THE REVEREND HENRY BARRY SCHOLARSHIP (Income on \$1500.)

THE TIMOTHY BARRY SCHOLARSHIP (Income on \$1000.)

THE JOHN D. BERRAN SCHOLARSHIP (Income on \$3000.)

THE REVEREND WILLIAM P. BRETT, S.J., SCHOLARSHIP
(Income on \$2000.)

Founded by John A. Brett in favor of a deserving student who wishes to study for the Priesthood.

THE MATTHIAS AND JOSEPHINE BROCK SCHOLARSHIP
(Income on \$2500.)

THE JAMES AND ELLEN JOSEPHINE BROPHY SCHOLARSHIP
(Income on \$3000.)

THE EDWARD J. BUTLER SCHOLARSHIP (Income on \$5000.)

THE REVEREND FRANCIS BUTLER SCHOLARSHIP (Income on \$1500.)
Founded in January, 1910, by St. Leo's Parish, Dorchester.

THE MARY BURKE BUTLER SCHOLARSHIP (Income on \$5000.)

THE MICHAEL CARNEY SCHOLARSHIP (Income on \$4000.)

THE WILLIAM J. CASEY SCHOLARSHIP (Income on \$5000.)

THE REVEREND FATHER CHARLIER, S.J., SCHOLARSHIP
(Income on \$1500.)

Founded by the Immaculate Conception Conference of St. Vincent de Paul Society.

THE CLASS OF 1916 SCHOLARSHIP (Income on \$4156.35.)

THE TIMOTHY W. COAKLEY SCHOLARSHIP (Income on \$2000.)

THE REVEREND THOMAS COGLIN SCHOLARSHIP (Income on \$1500.)

THE RIGHT REVEREND ARTHUR T. CONNOLLY SCHOLARCHIP

(Income on \$4000.)

To be awarded by the Reverend Pastor of the Church of the Blessed Sacrament, Jamaica Plain, to a boy living in that Parish who has had at least three years' attendance at the Cheverus Parochial School.

THE CATHERINE MORONEY CONNOLLY SCHOLARSHIP

(Income on \$2000.)

THE REVEREND WILLIAM E. CONROY, D.D., SCHOLARSHIP

(Income on \$3500.)

THE JANE CRONIN SCHOLARSHIP (Income on \$568.66.)

THE JOHN F. CRONIN SCHOLARSHIP (Income on \$2000.)

Founded by John F. Cronin of Boston, in favor of any deserving young man who is without means of securing an education. All examinations for the same shall be held after due notice is given in at least two newspapers. In the event of no one applying to compete for the scholarship there is reserved the right of selection by His Excellency, the Archbishop of Boston.

THE REVEREND NEIL A. CRONIN, Ph.D., SCHOLARSHIP

(Income on \$5000.)

Founded for a boy in St. Augustine's Parish, South Boston, inclined towards the priesthood.

THE MARY EMELDA CURLEY SCHOLARSHIP (Income on \$5000.)

THE DALY SCHOLARSHIP (Income on \$6000.)

THE DANA SCHOLARSHIP (Income on \$3000.)

THE DAY SCHOLARSHIPS (Income on \$4200.)

THE REV. JOHN A. DEGAN SCHOLARSHIP (Income on \$4000.)

Applicable to a graduate of St. Mary's School, Beverley, Mass.

THE MARGARET M. DEVINE SCHOLARSHIP (Income on \$2000.)

THE HENRY DOHERTY SCHOLARSHIP (Income on \$1500.)

THE MARY AND SUSAN DOLAN SCHOLARSHIPS (Income on \$5000.)

Founded by Reverend Michael Dolan of Newton. Two scholarships are for students from Our Lady's Parish, Newton, and one for a student from St. Peter's Parish, Lowell.

THE REVEREND MICHAEL DOLAN SCHOLARSHIPS (Income on \$4500.)
To be awarded to graduates of the Grammar or High School of the Parish of Our Lady at Newton. Appointment to be made by Pastor or Archbishop of Boston.

THE JOHN AND MARGARET DONOVAN SCHOLARSHIP
(Income on \$2000.)
To be appointed by the Pastor of St. Francis de Sales Parish, Charlestown, Mass.

THE ELLEN DRISCOLL SCHOLARSHIP (Income on \$1500.)

THE CLARA C. AND MARY E. DUNN SCHOLARSHIP (Income on \$5000.)
To be awarded annually by vote of the Trustees to some deserving young man whose scholarship record entitles him to consideration and who is without means of paying the annual tuition.

THE JAMES W. DUNPHY SCHOLARSHIP (Income on \$3500.)
To be awarded to a student who wishes to enter the Seminary.

THE REVEREND MICHAEL EARLS, S.J., SCHOLARSHIP
(Income on \$1500.)

THE ERIN COURT, M. C. O. F. SCHOLARSHIP (Income on \$2000.)
Founded to promote Catholic Higher Education. This scholarship is to be awarded by competition among the sons of Foresters and preference given to a son of a member of Erin Court.

THE CHARLES T. FISHER SCHOLARSHIP (Income on \$4000.)

THE JEREMIAH J. FITZGERALD SCHOLARSHIP (Income on \$3000.)

THE BRIDGET FITZPATRICK SCHOLARSHIP (Income on \$2000.)

THE ROSE FITZPATRICK SCHOLARSHIP (Income on \$1500.)

THE REVEREND JAMES H. FLANNERY SCHOLARSHIP (Income on \$766.)

THE REVEREND JOHN FLATLEY SCHOLARSHIP (Income on \$1500.)

THE REVEREND MICHAEL F. FLATLEY SCHOLARSHIP
(Income on \$1500.)
To be awarded to a deserving student of the parochial school of the Church of the Immaculate Conception, Malden.

THE REVEREND JOHN H. FLEMING SCHOLARSHIP (Income on \$5000.)
Preferably to a student of St. Mary's Parish, Dedham.

THE BRIDGET FLOOD SCHOLARSHIP (Income on \$1000.)

THE JOHN D. AND ELLEN FOLEY SCHOLARSHIP (Income on \$3311.67.)

THE M. C. O. F. SCHOLARSHIP

THE JOHN MITCHEL GALVIN SCHOLARSHIP (Income on \$4000.)

THE REVEREND THOMAS I. GASSON, S.J., SCHOLARSHIP
(Income on \$2000.)

THE ELLEN T. GAVIN SCHOLARSHIP (Income on \$2000.)

THE REV. MICHAEL M. GLEASON SCHOLARSHIP (Income on \$4000.)

THE JOHN J. GRIFFIN SCHOLARSHIP (Income on \$4000.)
To be awarded to a young man who will study for the priesthood.

THE ANNIE GRIMES SCHOLARSHIP (Income on \$1255.40.)

THE MARY GRIMES SCHOLARSHIP (Income on \$1500.)

THE CURTIS GUILD, JR., SCHOLARSHIP (Income on \$4000.)
The beneficiaries are to be young men who, irrespective of race, color or creed, are American citizens or have declared their intention of becoming American citizens.

THE JOHN HALLAHAN SCHOLARSHIP (Income on \$10,000.)

THE CATHERINE AND PATRICK HARTNETT SCHOLARSHIP
(Income on \$2423.64.)
To prepare worthy young men for the Holy Priesthood.

THE JAMES E. HAYES KNIGHTS OF COLUMBUS SCHOLARSHIP
(Income on \$1500.)

THE ELEANOR HEALY MEMORIAL SCHOLARSHIPS
(Income on \$10,312.93.)
To be awarded to students who will study for the priesthood.

THE REVEREND JEREMIAH HEALEY SCHOLARSHIPS (Income on \$3000.)
To be awarded to students who desire to prepare themselves for St. John's Seminary, Brighton.

THE REVEREND JOHN F. HEFFERNAN SCHOLARSHIP
(Income on \$5000.)

- THE CORNELIUS AND MARY HERLIHY SCHOLARSHIP
(Income on \$5000.)
- THE DR. JOHN A. HORGAN SCHOLARSHIP (Income on \$2000.)
Founded by the Misses Horgan in memory of their brother.
- THE MATTHEW HORGAN SCHOLARSHIP (Income on \$2000.)
Founded by his children in affectionate memory of a devoted father
and a faithful defender of religion.
- THE JOHN W. HORNE SCHOLARSHIP (Income on \$1000.)
- THE TIMOTHY A. HURLEY SCHOLARSHIP (Income on \$1200.)
- THE ANNIE HUSSEY SCHOLARSHIP (Income on \$2000.)
- THE MARY G. KEEFE SCHOLARSHIP (Income on \$1500.)
- THE REV. GEORGE A. KEELAN, S.J., SCHOLARSHIP
(Income on \$2000.)
- THE SARAH KELLEHER SCHOLARSHIP (Income on \$1500.)
- THE MICHAEL J. KELLEY SCHOLARSHIP (Income on \$2000.)
- THE KATHERINE KILROY SCHOLARSHIP (Income on \$2000.)
- THE MARY KRAMER SCHOLARSHIP (Income on \$1500.)
- THE REVEREND THOMAS B. LOWNY SCHOLARSHIP (Income on \$3000.)
- THE LOYOLA SCHOLARSHIPS (Income on \$5000.)
Founded by Reverend Thomas Scully.
- THE LOYOLA GUILD SCHOLARSHIPS (Income on \$16,000.)
Reverend John Bapst, S.J. Reverend Robert Fulton, S.J.
Reverend E. V. Boursaud, S.J. Reverend Thomas I. Gasson, S.J.
Reverend Alphonse Charlier, S.J. Reverend John McElroy, S.J.
Reverend Edward I. Devitt, S.J. Brother Timothy Fealey, S.J.
- THE EUGENE LYNCH SCHOLARSHIP (Income on \$4000.)
- THE MARY A. MAGENNIS SCHOLARSHIP (Income on \$4000.)

THE MARY MALONEY SCHOLARSHIPS (Income on \$4000.)

THE SISTER MARITERESE SCHOLARSHIP (Income on \$1000.)

THE MARY AND FRANCIS SCHOLARSHIP (Income on \$1500.)

To be awarded to a student who will study for the Church.

THE HANNAH MCCARTHY SCHOLARSHIP (Income on \$1500.)

THE REVEREND JOHN W. MCCARTHY SCHOLARSHIP

(Income on \$2759.42.)

For a student from the Sacred Heart Parish, Fall River, Mass.

THE PATRICK F. MCCARTHY SCHOLARSHIP (Income on \$1500.)

THE THOMAS R. MCCOY SCHOLARSHIP (Income on \$5000.)

For a graduate of St. Ann's School, Somerville or St. Catherine's School, Charlestown, who intends to study for the Priesthood.

THE HANNAH McDONOUGH SCHOLARSHIPS (Income on \$10,000.)

For student or students who is or are studying for the priesthood.

THE REV. JOHN E. McELROY, S.J., SCHOLARSHIPS (Income on \$2000.)

THE REVEREND THOMAS P. MCGINN SCHOLARSHIP

(Income on \$4000.)

To be appointed by the Pastor of St. John's Church, Peabody, in conference with the Leo Guild

THE HENRY P. MCGLINCHY, S.J., SCHOLARSHIP (Income on \$6250.)

For a graduate of St. Mary's School, Lynn, Mass.

THE CATHERINE McGRATH SCHOLARSHIP (Income on \$4000.)

For a member of St. Joseph's Parish, Somerville, Mass.

THE REVEREND PATRICK J. McHUGH, S.J., SCHOLARSHIP

(Income on \$20,000.)

Preference given to veterans of World War II or sons of veterans of World War II.

THE CATHERINE AND SARAH McHUGO SCHOLARSHIP

(Income on \$2000.)

THE ANNA B. McKENNA SCHOLARSHIP (Income on \$5000.)

THE REVEREND JOHN W. McMAHON AND ROSE A. McMAHON
SCHOLARSHIP (Income on \$4000.)

The holder of this scholarship is to be determined by the Reverend Pastor of St. Mary's Church, Charlestown, Mass., and his selection is to be limited to a young man who is a present or past member of said parish, preferably, a graduate of St. Mary's School. If the Reverend Pastor or the one designated by him does not exercise his right, the holder of said scholarship will be determined by the Reverend President of Boston College.

THE CATHERINE DONOVAN McMANUS SCHOLARSHIP
(Income on \$3276.)

To be awarded to a student from the parish of St. Francis de Sales, Charlestown, Mass.

THE RIGHT REVEREND MICHAEL T. McMANUS SCHOLARSHIP
(Income on \$3000.)

To be appointed by Sister Superior of St. Mary's Parochial School, Brookline.

THE REVEREND JAMES F. MELLYN, S.J., SCHOLARSHIP
(Income on \$4000.)

For a worthy student desirous of becoming a priest of the Society of Jesus.

THE REVEREND JOSEPH F. MOHAN SCHOLARSHIPS
(Income on \$13,829.51)

To be awarded to students from the Immaculate Conception parish, Everett, Mass.

THE SOPHIA MUNDY SCHOLARSHIP (Income on \$1500.)

THE WILLIAM MURPHY SCHOLARSHIP (Income on \$5000.)

THE REVEREND FATHER NOPPER, S.J., SCHOLARSHIP
(Income on \$1500.)

Founded by the Holy Trinity Parish, Boston.

THE ELIZABETH O'CONNELL SCHOLARSHIP (Income on \$1000.)
Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

THE FREDERICK P. O'CONNELL SCHOLARSHIP (Income on \$2000.)
Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

THE JOHN AND MARY ELLEN O'CONNOR SCHOLARSHIP

(Income on \$2500.)

THE REVEREND MAURICE J. O'CONNOR, D. D. SCHOLARSHIP

(Income on \$7500.)

THE HENRY O'DONNELL SCHOLARSHIP (Income on \$2000.)

THE MARY J. O'DONNELL SCHOLARSHIP (Income on \$2000.)

THE JOHN O'HARE SCHOLARSHIP (Income on \$3000.)

THE CHARLES J. O'MALLEY FAMILY RESEARCH SCHOLARSHIP

(Income on \$42,725.)

THE DR. WILLIAM J. O'REILLY SCHOLARSHIP (Income on \$3579.)

To be appointed by the Dean of Boston College.

THE ORR SCHOLARSHIPS (Income on \$3000.)

THE REVEREND DENNIS O'SULLIVAN, S.J., SCHOLARSHIP

(Income on \$2000.)

Founded in memory of the late Reverend Dennis T. O'Sullivan, S.J.

THE HUMPHREY J. O'SULLIVAN SCHOLARSHIP (Income on \$3000.)

To be appointed by the Pastor of St. Patrick's Church, Lowell.

THE GRACE PARKMAN SCHOLARSHIP (Income on \$2000.)

THE MONSIGNOR GEORGE J. PATTERSON SCHOLARSHIP

(Income on \$5000.)

THE JOSEPH C. PELLETIER SCHOLARSHIP (Income on \$4000.)

THE JAMES J. PHELAN SCHOLARSHIP (Income on \$5000.)

THE PHILOMATHEIA SCHOLARSHIP (Income on \$6250.)

THE JUNIOR PHILOMATHEIA SCHOLARSHIP (Income on \$5500.)

THE MAURICE AND MARY E. POWER SCHOLARSHIP (Income on \$2000.)

THE REVEREND JAMES M. PRENDERGAST SCHOLARSHIP

(Income on \$4000.)

- THE REVEREND JEREMIAH M. PRENDERGAST, S.J., SCHOLARSHIP
(Income on \$1500.)
- THE THOMAS RILEY SCHOLARSHIP (Income on \$2000.)
Founded by Mrs. Margaret A. Riley, in affectionate memory of a devoted husband and a generous patron of letters.
- THE REVEREND DANIEL C. RIORDAN SCHOLARSHIP (Income on \$5000.)
- THE VINCENT P. ROBERTS SCHOLARSHIP (Income on \$6250.)
- THE MARY J. ROBINSON FUND (Income on \$12,250.)
- THE ROCKWELL SCHOLARSHIP (Income on \$1500.)
Founded in memory of the late Horace T. Rockwell.
- THE VERA RYAN SCHOLARSHIP (Income on \$2500.)
Founded in memory of Miss Vera Ryan by her sisters, preferably for a student with a religious vocation.
- THE ST. CATHERINE'S GUILD SCHOLARSHIP (Income on \$2000.)
- THE BERNARD SCALLEY SCHOLARSHIP (Income on \$1500.)
- THE REVEREND WILLIAM J. SCANLON, S.J., SCHOLARSHIP
(Income on \$2000.)
- THE MARY ANN SCOTT SCHOLARSHIP (Income on \$2321.40.)
To be awarded to a student who wishes to study for the priesthood, preferably to one who desires to enter a Religious Order.
- THE DENNIS J. SEXTON SCHOLARSHIP (Income on \$1000.)
- THE REVEREND JOHN J. SHAW SCHOLARSHIP (Income on \$1000.)
- THE JOSEPH F. SINNOTT SCHOLARSHIP (Income on \$1500.)
- THE REVEREND JAMES F. STANTON SCHOLARSHIPS (Income on \$4000.)
- THE REVEREND DENNIS SULLIVAN SCHOLARSHIP (Income on \$2562.)
- THE ELLIE MULLEN SULLIVAN SCHOLARSHIP (Income on \$2000.)
- THE JOHN SULLIVAN SCHOLARSHIP (Income on \$1500.)
- THE MICHAEL H. SULLIVAN SCHOLARSHIP (Income on \$2000.)
- THE ELIZABETH C. SUPPLE SCHOLARSHIP (Income on \$2000.)

THE REVEREND JAMES N. SUPPLE SCHOLARSHIP (Income on \$1500.)
To be awarded to a worthy student from the Parish of St. Francis de Sales, Charlestown, who desires to study for the priesthood.

THE REVEREND MICHAEL J. SUPPLE SCHOLARSHIP (Income on \$1,500.)
To be awarded to a deserving student from the Parish of St. Francis de Sales, Charlestown.

THE RIGHT REVEREND MONSIGNOR JOSEPH V. TRACY SCHOLARSHIPS
(Income on \$12,000.)
To be awarded to the two most successful young men graduating from the St. Columbkille Parish High School.

THE CECILIA TULLY SCHOLARSHIPS (Income on \$4,000.)

THE MARGARET TULLY SCHOLARSHIP (Income on \$2,000.)

THE LEMUEL P. VAUGHAN SCHOLARSHIP (Income on \$2,000.)

THE MICHAEL A. WADE SCHOLARSHIP (Income on \$800.)

THE CATHERINE R. H. WALLACE SCHOLARSHIP (Income on \$2,000.)

THE ANNA WARD SCHOLARSHIPS (Income on \$6,000.)

THE PATRICK J. WOODS SCHOLARSHIP (Income on \$6,250.)
To be awarded to a student from Peabody.

THE REVEREND TIMOTHY J. WOODS SCHOLARSHIP (Income on \$5,000.)

College Organizations

Besides the traditional class-room matter and methods, there has always been from the beginning at Boston College, as at all Jesuit institutions, sedulous care paid to those other activities so important in the development of youth, which are only coming to be recognized today in so many other places under the name of "Extra-curricular activities." In the last analysis, all these activities are but a development of and a supplement to the courses of study in the regular curriculum, providing an opportunity for certain profitable academic exercises which cannot be conveniently attempted in ordinary class work. As such, they were outlined as long ago as 1599 in many places of the Jesuit "Ratio Studiorum," especially under the heading of "Academies". Activities of this nature have always been a notable feature of Jesuit education.

League of the Sacred Heart

The League of the Sacred Heart and the Apostleship of Prayer are devotions whose aim is to keep alive in the students the devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month. On this day the classes assemble in groups for devotions, consisting of Holy Mass, a sermon on some topic connected with the Sacred Heart, the recitation of the Act of Reparation and Benediction of the Blessed Sacrament.

REV. JAMES L. MCGOVERN, S.J.

Sodality of the Immaculate Conception

The Sodality of the Immaculate Conception is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly active participation in the work of Catholic Action. All the activity of the organization is performed under the special patronage of the Mother of God and each sodalist adopts her as his patroness. Since the sodality was instituted in a Jesuit College for men, it formulates a program which will interest Catholic College men in a spiritual, intellectual and social aspect.

The activities are divided into an internal and external program. The internal program consists of regular weekly meetings. The members assemble in chapel for meditation and benediction. The external activities provide outside lectures and debates, settlement house work and guidance for the blind. The sodality by its program hopes to stir up in its members a greater interest in the doctrines of the Church and to bring its members to be real Christlike children of Mary.

Moderator: REV. JAMES L. MCGOVERN, S.J.

Honor Society

The Order of the Cross and Crown

Though the spirit of Boston College is preeminently democratic, the school does not fail to recognize degrees of perfection in student achievement. In every democracy there are the "aristoi" or "best men" who generously give of themselves and their talents for the guidance of their State and the sustenance of her spirit. So it is also in college life, democratic though it is, there are always "the best men" groups, and these are they whom Boston College forms into an honor society, "The Order of the Cross and Crown," an organization which is reserved to

members of the Senior Class who have achieved distinction during their first three years, both in studies and extra-curricular activities. Any Senior who is a true leader will have won for himself a place in the Order of the Cross and Crown and every worthwhile Freshman will make such a place his ultimate ambition before he has spent even one month at Boston College. Admission is automatic and founded solely on achievement.

Moderator: REV. STEPHEN A. MULCAHY, S.J.

Dramatic Society

The Dramatic Society offers an excellent opportunity to those who wish to develop stage presence, poise, and the art of self-expression. The Society plans to present two outstanding plays each season. Tryouts which are open to all classes are held before each production and the candidates are judged on voice, stage presence, and audience contact. Those interested in stage work will gain valuable experience by joining the Society.

Moderator: REV. JOHN L. BONN, S.J.

Pre-Medical Seminar

The Pre-Medical Seminar has for its purpose a better understanding of various phases of medical education and medical practice, and the discussion of modern topics which concern both medicine and morality. It also serves as a common bond of union for the Senior Pre-Medical students, who are prevented by a strenuous class and laboratory schedule from sharing many of the extra-curricular activities of the College. In this Seminar the students find a means of greater co-operation with their professors and a more intelligent appreciation of their special advantages, as well as the development of deeper friendships among themselves.

Moderator: REV. FRANCIS X. WILKIE, S.J.

Fulton Debating Society

Since 1868 when Father Robert Fulton, S.J., organized the Senior Debating Society, debating has been a major activity at Boston College. In 1890, the Society took the name of its founder. Today the Fulton, with its yearly schedule of ten or more intercollegiate debates, and weekly debates within the Society, develops the capacity of thinking clearly and quickly in the stress and strain of hostile contention, and it offers to Juniors and Seniors a splendid opportunity to prepare themselves for an active part in public life.

Moderator: REV. PAUL S. McNULTY, S.J.

Marquette Debating Society

This Society, limited to the Freshman and Sophomore classes, emphasizes the necessity of purity of diction and precision of logic in forensic eloquence. A weekly debate with open forum enables the student to put the fundamental rules into practice and receive helpful criticism and correction. During the year extensive competition is given the society through Parish and Intercollegiate debates.

Moderator: REV. PAUL S. McNULTY, S.J.

World Relations League

In the fall of 1945, the World Relations League was founded as a successor to the informal unit of the Student Peace Federation which had been in existence at the college since October 1939. The newly organized League meets bi-monthly to discuss current problems dealing with international affairs, and to formulate definite positions concerning them. The League will also represent the college in meetings with collegiate organizations concerned with public issues of an international character.

Moderator: REV. JAMES L. BURKE, S.J.

Philosophy Academy

The Philosophy Academy, an organization conducted for Juniors and Seniors only, affords its members opportunity to study and discuss general philosophical principles and apply these principles to social and political questions of the day.

Moderator: REV. JOHN A. MCCARTHY, S.J.

The Chemists' Club

The Chemists' Club has for its objectives: a more complete understanding of the practical applications in industry, medicine, etc., of the fundamental principles which its members are studying in their courses in Chemistry; the introduction of its members to the many fields of chemical endeavor to aid them in choosing a field suitable to their talents and interests. To attain these objects, lectures are given every other week by representatives of various industries and professions involving Chemistry, and at regular intervals papers are read and discussions are held by the members themselves concerning the latest advances in chemical fields. Membership is open to students pursuing any scientific or pre-medical course who have successfully completed one semester in Chemistry. The Club has its own publication, a bimonthly magazine, *The Crystal*. This publication is suspended for the duration.

Moderator: REV. THOMAS P. BUTLER, S.J.

The Classics Academy

The Classics Academy offers to students who are interested in the Classics the opportunity for further study in Latin and Greek Literature through reading and discussion of the literature and the philosophy of the Golden Ages of Greece and Rome. The Academy has its own publication, *The Humanities*.

Moderator: REV. OSWALD A. REINHALTER, S.J.

The Italian Academy

The Italian Academy aims to foster an intimate knowledge of the masterpieces of Italian literature through readings and discussions which are conducted at the weekly meetings.

The German Academy

The outstanding classics of German literature form the subject of the readings and discussions of the German Academy. This organization meets each week for this purpose. At each meeting a paper on some assigned topic is read.

Moderator: DR. PAUL BOULANGER.

Radio Club

The Radio Club was organized in 1919. Its purpose is to inculcate and develop in the students an intimate knowledge of the modern applications of radio telegraphy and telephony. The original equipment was a gift of His Eminence, William Cardinal O'Connell, D.D., Archbishop of Boston. With the march of progress in the science of radio many radical changes in the equipment have taken place. At the present time the station, operating under the official call letters W-1PR, is equipped with a one-hundred watt continuous wave transmitter, operating on the amateur harmonically related transmission bands. In addition an experimental 56 to 60 megacycle transmitter and receiver forms an auxiliary unit for telephonic and telegraphic operation in the quasi-optical portion of the spectrum. The main receiving equipment is of the most modern short-wave superheterodyne type that responds to all amateur and important commercial frequency bands. The signals from W-1PR have been heard the world over, and the receiving equipment is equally effective. The station is located in the Department of Physics. The elevation of the second floor of the Science Building, where the transmitter is situated is 220.7 feet above mean sea level, and its latitude is $42^{\circ} 20' 8.6''$, and its longitude is $71^{\circ} 10' 5.6''$. Operation of the station is suspended for the duration.

Moderator: REV. JOHN A. TOBIN, S.J.

Ricci Mathematics Academy

The Ricci Mathematics Academy, named in honor of Father Ricci, S.J., a zealous missionary in China and renowned mathematician during the early years of the Society of Jesus, aims to impart a cultural background which will enable those interested to appreciate the significance of recent developments in Mathematics. It offers the student an opportunity to suggest his own problem and present it before the members at a regular meeting. The Academy is open to Sophomores and Freshmen and meets on the first and third Thursdays. The policy followed is to have a member of the Mathematics faculty speak at every second meeting. Usually two student members read papers, one historical and the other mathematical, and these papers are published in the Academy's publication, Ricci Mathematical Journal.

Moderator: REV. ANTHONY J. EIARDI, S.J.

French Academy

The French Academy serves primarily to aid its members in exercising themselves in the conversational use of the French tongue, to encourage interest in French Literature and reading in the better French authors, to produce and present from time to time academic exercises in French, plays, debates, oratorical contests. Meetings are held weekly, consisting of readings from French, literary analysis of texts, translation of excerpts, lectures, debates or dramatic productions, followed by an informal period of discussion, criticism and coaching.

Moderator: MR. ANDRÉ DE BEAUVIVIER

Spanish Academy

The Spanish Academy meets weekly after the afternoon classes. This club is designed to supplement the regular class work by furnishing the student an opportunity to increase his knowledge and enhance his appreciation of the Spanish language and literature. The programs are arranged to include informal discussions on current happenings; study and presentation of dramas and debates. Discourses on Spanish history and literature will be given by invited lecturers.

Moderator: MR. ERNEST A. SICILIANO

Boston College Athletic Council

Chairman: JOHN P. CURLEY, '13

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Donald J. Currivan, '43	John A. Ryder
Albert Fiorentino, '43	Albert McClellan

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Director: REV. EDWARD T. DOUGLAS, S.J., '19

Manager: JOHN P. CURLEY, '13

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James L. Duffy, '16	Walter R. Morris, '26
Wm. H. Ohrenberger, '27	Harry T. Downes, '32
John A. Canavan, '18	Jeremiah W. Mahoney, '21

Boston College Alumni Association

OFFICERS

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First Vice-President: R. Gaynor Wellings, '23

Second Vice-President: Charles W. O'Brien, '33

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Secretary: John C. Holbrow, '24

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Executive Secretary

John J. Hayes, '30

Faculty Adviser

Rev. Francis E. Low, S.J., '11

Student Publications

THE BOSTON COLLEGE STYLUS

THE BOSTON COLLEGE STYLUS is published monthly from November to May by the students of the College of Arts and Sciences. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

Director, REV. JOSEPH E. MCINNIS, S.J.

THE BOSTON COLLEGE HEIGHTS

THE BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the school. It also serves as a bond between the undergraduate body and the alumni.

Director: REV. JOHN A. MCCARTHY, S.J.

THE SUB TURRI

THE SUB TURRI is the annual publication of the Seniors of the College of Arts and Sciences. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

Director: REV. STEPHEN A. MULCAHY, S.J.

THE CRYSTAL

THE CRYSTAL is a monthly publication written by the students of Chemistry for the purpose of recording the result of the work accomplished in that department and of giving critical comment on the various chemical theories of today.

Director: REV. THOMAS P. BUTLER, S.J.

THE CLASSICAL BULLETIN

THE HUMANITIES, an undergraduate publication, is devoted to the study of the Ancient Civilization of Greece and Rome. It is a quarterly.

Director: REV. O. A. REINHALTER, S.J.

BOSTON COLLEGE LAW SCHOOL

Historical Statement

The Trustees of Boston College, with the active cooperation of eminent members of the bench and bar, established the Boston College Law School in 1929. Formal instruction was commenced on September 26, 1929, and the first class was graduated June 15, 1932. With the graduation of this first class the School was officially approved by the American Bar Association through its Section on Legal Education and Admission to the Bar. In 1937, the School was elected to membership in the Association of American Law Schools. Previously restricted to men students, the admission of women students was granted by the Trustees in May, 1941. At present the School is located in the New England Power Building, 441 Stuart Street, Boston, a few steps from Copley Square and the Boston Public Library. The Massachusetts State Library, and Federal, State, and Municipal courts are situated but a few minutes from the School.

Purpose and Method of Instruction

The purpose of the Boston College Law School is to prepare young men and women of intelligence, industry, and character for careers of public service in the administration of justice. With this objective, students are given a rigorous training in the principles and rules, the standards and technique of the law, not as ends in themselves, but as means to the attainment of justice in a society subject to constantly changing economic and social forces. The program of instruction is designed to equip the student to practise law wherever the Anglo-American system of law prevails. Hence, there is a thorough insistence upon the common law, although special attention is given to the laws of Massachusetts, the other New England states, and New York State. Courses in public law are emphasized in accordance with the current development of American jurisprudence. For a detailed description of the law courses, confer the Law School Bulletin, published each April.

The case method of instruction, employed in all leading American law schools, has been followed from the foundation of the School. By this method the student is trained in the art of legal analysis and in the solution of legal problems by the same process of research and reasoning which he must use in his professional career. He is trained to analyze complicated facts, to discern therein the real issues of law and of fact, to discover scientifically the pertinent case and statute law, and to solve the legal problem by a logical and accurate application of the proper legal principles. All students are required to participate actively in the classroom discussion of cases, and are encouraged to confer with members of the Faculty at all times. Each first year student is assigned to a specific professor for the purpose of consultation and orientation.

Academic Standards

The Boston College Law School is fully approved by the American Bar Association through its Section on Legal Education and Admission to the Bar. It is also a member of the Association of American Law Schools. For a further statement of academic standards, confer the Law School Bulletin.

Morning and Evening Sessions

The study of law is a difficult and exacting pursuit of the gravest individual and social importance. Hence, it is the policy of the School to urge all candidates to enroll in the three-year Morning Session, which is designed for students who devote substantially all of their working time to their studies. Classes in the Morning Session are conducted daily from Monday through Saturday.

For the benefit of those who find it impossible to devote their full time to the study of law, the School conducts a four-year Evening Session, which is substantially equivalent to the Morning Session in its program of instruction, in the personnel of its faculty, and in the total number of class hours. The character of examinations and the grading standards are the same for both Morning and Evening Sessions. For the purpose of conserving the maximum time for study, classes in the Evening Session are concentrated on Monday, Wednesday and Friday evenings.

The Law Library

The main Law Library, recently remodelled and enlarged, now contains more than twenty-four thousand volumes. It has been growing rapidly and, as in the past, substantial additions will be made each year. The Law Library includes the standard reports and statutory material of English and American Law, treatises and non-legal works of reference. The Library is supervised by a full-time librarian and two assistants. In addition to the Law Library, the University Library of Boston College, situated at University Heights, which contains approximately one hundred and ninety thousand volumes, is available to students of the Law School. Students have easy access to the Public Library of the City of Boston, which contains more than two million volumes, and to the Massachusetts State Library of more than six hundred thousand volumes.

The Law Clubs

An important supplement to the formal academic instruction is provided by the Law Clubs and the Bostonia Competition. The purpose of these clubs is to give the student practical instruction and experience in the analysis of legal problems, the use of law books, and the preparation

of cases before an appellate court. Membership is voluntary but all students are urged to participate in the law club work because of the valuable training and experience derived therefrom. Law club arguments culminate in the Bostonia Competition, the final argument of which is conducted in public each year before a court comprised of justices of State and Federal courts.

The Nisi Prius Club

The Nisi Prius Club further supplements formal classroom instruction by providing a forum for discussion of the law in action. Bi-monthly meetings are conducted at which addresses are delivered by members of the judiciary, administrative officials, and practising attorneys. An open discussion period follows each address. Special attention is devoted to the practise and procedure of courts and administrative agencies. Membership in the Club is open to students of all classes.

The Student Council

The Student Council affords a ready means of contact between the student body, the alumni, and the faculty of the Law School. It provides an opportunity for consultation with the faculty on all matters affecting the interests and welfare of the student body. Its membership is determined partly by academic standing and partly by election, being composed of the highest ranking students in each class together with the presidents thereof.

Admission Requirements

Candidates for admission to the Boston College Law School must be at least eighteen years of age and must possess a Bachelor's Degree from an *approved* college or university, or have completed at least one-half the work acceptable for a Bachelor's Degree in an *approved* college or university. Such work must have been performed with a scholastic average at least equal to the average required for a degree in the institution attended.

Special Students

A limited number of applicants, who cannot fulfill the above admission requirements, may be admitted as *special students* in the discretion of the Committee on Admissions. Such applicants must be high school graduates and at least twenty-three years of age. They must advance substantial reasons for a well-grounded expectation that their informal training and experience have equipped them adequately to pursue the study of law. They must take the entire course under the same standards and conditions as regularly matriculated students. Special students may

not be candidates for a degree but, upon the successful completion of their course, they will be awarded a Certificate in Law. Special students, who lack two years of college work, may not take the bar examination in Massachusetts unless they began the study of law prior to September 1, 1938.

Auditors

A limited number of persons who desire to take specified courses in the law school curriculum, without being candidates for a degree or a certificate, may be admitted to such courses in the discretion of the Dean. No credit of any kind, however, will be certified for such work.

Advanced Standing

Admission to upper classes will be permitted to an applicant who, being qualified for admission to the Law School under the general rule for regular students, has successfully completed the first or second year of study while in full attendance at a member law school of the Association of American Law Schools or at a law school approved by the American Bar Association. The amount of credit granted for such previous study will be determined entirely by the Committee on Admissions. At least two complete terms will be required in residence at the Boston College Law School immediately preceding the award of a degree.

Examinations and Grades

Scholastic standing is determined by written examinations conducted at the end of each term. Examinations are graded according to the following scale: A, 75 or over; B, 70-74; C, 65-69; D, 60-64; E, 55-59; F, 54 or below. To gain credit in any course a student must attain grade D or higher. E and F are deficiency grades, E indicating a condition and F a failure.

A student who receives a general average of F in his courses for the year will be automatically excluded from the School. A student who receives a general average of E will be automatically ineligible for advancement to a higher class and, in the discretion of the Faculty, may be excluded from the School. A student who receives a general average of low D and who incurs one deficiency will be eligible to advance to the next class on probation. A student who incurs more than one deficiency may be, in the discretion of the Faculty, excluded from the School, declared ineligible for advancement, or placed on probation.

A student declared ineligible for advancement must repeat courses in which he is deficient and, in the discretion of the Faculty, may be required to repeat or take other courses; having completed such work satisfactorily, he may advance to the next higher class on probation. A

student who has been declared ineligible for advancement or on probation and who incurs a further deficiency may, in the discretion of the Faculty, be excluded from the School.

Subject to the provisions of the preceding paragraphs, a student who receives grade F in any course must repeat that course by attending the classes and passing the *next* regular examination therein. A student who receives grade E in any course must remove the condition by passing the *next* regular examination in that course. Any grade below D incurred in a deficiency examination constitutes a failure. A student who repeats a course or takes a condition examination must fulfill the current requirements of the course. No special examinations are conducted at any time.

Degree Requirements

The Trustees of Boston College confer the degree of Bachelor of Laws on candidates recommended by the Faculty of the Law School. Such candidates must have completed satisfactorily the work prescribed by the Law Faculty. The required period of residence, in normal times, is three years for students of the Morning Session and four years for students of the Evening Session. In accordance with the provisions of the War Program, outlined below, the calendar time of required residence has been reduced to two years for students of the Morning Session and to three years for students of the Evening Session. In case of students granted advanced standing by the Committee on Admissions, at least two full terms of work are required in residence at the Boston College Law School immediately preceding the award of a degree. Courses leading to the graduate degrees of Master of Laws and Doctor of Juridical Science have not yet been established.

Honors

Degrees with honors earned in course will be awarded as follows: *summa cum laude* to students having a general average of 80 or over, provided they have maintained an average of 75 in each year of the law course; *magna cum laude* to students having a general average of 77-79, provided they have maintained an average of 75 in each year; *cum laude* to students having a general average of 73-76, provided they have maintained an average of 70 in each year.

Admission Procedure

Applicants for admission to the Boston College Law School should communicate with the Secretary, Boston College Law School, 441 Stuart Street, Boston. Application forms and complete information regarding entrance requirements will then be furnished.

THE WAR PROGRAM

In order to ameliorate the difficulties of war-time study of law, the Trustees of Boston College have approved, for the duration of the war, the following recommendations of the Faculty of the Law School:

Three Term Academic Year

The required calendar time of resident study is hereby shortened to two years in the Morning Session and to three years in the Evening Session. The academic year will be divided into a Fall, Winter and Spring Term; each term will consist of fifteen weeks of classroom instruction. The full law course may be completed in six terms (two calendar years) in the Morning Session, and in nine terms (three calendar years) in the Evening Session.

Withdrawals

In accordance with the Emergency Resolutions of the Association of American Law School, a student who, because of actual entry into the *armed* forces of the United States, is unable to take the regular examinations of a scholastic term, may be granted credit for such term, provided:

- a) he has satisfactorily completed at least two full terms,
- b) his present scholastic standing is satisfactory,
- c) he has attended class for more than one-half the term in question,
- d) his classroom work during this period has been of a satisfactory quality,
- e) he passes whatever special examinations may be prescribed in his case,
- f) and provided that the Faculty, after a consideration of his entire record and all pertinent circumstances, so decides. Such credit is a matter of discretion and not of right.

Students who withdraw to enter the *armed* forces of the United States without completing their law course will be permitted, when honorably discharged from the service, to resume their work as far as possible and without delay at the point of interruption. The curriculum in future years will be constructed to facilitate this purpose.

Tuition Refunds

If any student is compelled to withdraw from the School by the operation of the Selective Service Act, or voluntarily withdraws to enlist in the armed forces of the United States, the *entire* tuition for any *in-completed* and *uncredited* term will be refunded to him.

EXPENSES

Registration. A registration fee of \$5 is charged to students entering the School for the first time. This fee must be paid before formal action is taken upon the application. It will be refunded if the application is denied.

Tuition. The tuition for regular students of the Morning Session is \$120 per term; for regular students of the Evening Session, \$90 per term. The tuition for auditors and unclassified students who do not take the regular course is \$12 per credit hour.

Graduation. A graduation fee of \$15 is charged to senior students one month before the end of the final term. This fee will be refunded if the student should fail to graduate.

Extraordinary Fees

Late Registration. A student who fails to register on or before the last day of regular registration will be charged a penalty fee of \$5 for late registration.

Late Tuition Payment. The tuition for each term is payable on or before the day preceding the term. A student who fails to pay his tuition on or before the due date, and who has failed to make satisfactory arrangements with the Treasurer's Office, will be charged a penalty fee of \$5.

Deficiency Examination. A deficiency examination fee of \$5 will be charged to a student who takes a re-examination because of scholastic deficiency.

SCHOLARSHIPS

The following scholarships to the Boston College Law School are regularly available to students of outstanding ability:

The John B. Creeden, S.J., Scholarships, established in honor of the eminent Jesuit educator whose initiative was chiefly instrumental in the founding of the Boston College Law School. These two scholarships are available to graduates of Boston College, one is a full scholarship, the other a one-half scholarship; both to the Morning Session of the School.

Two similar scholarships to the Morning Session are available to graduates of the College of the Holy Cross in Worcester, Massachusetts.

A scholarship of two hundred dollars to the second-year morning student with the highest academic standing for his first year, provided his general average is B or better; and a scholarship of seventy-five dollars to each of the two second-year evening students with the highest academic standings during the first year, provided their general average is B or better.

BOSTON COLLEGE SCHOOL OF SOCIAL WORK

126 Newbury Street

Boston, Massachusetts

GENERAL STATEMENT

The Boston College School of Social Work is a graduate school, organized on a professional level and conducted under the auspices of the Jesuit Fathers of Boston College. The School was organized for the purpose of meeting definite needs in the Field of Social Work. Hence, the responsibility which the School of Social Work has assumed is that of offering to prospective social workers a substantial professional training, both theoretical and practical, which will equip them not only with trained minds, courageous hearts and sympathetic attitudes, but which will give them a sound philosophy of life and a clear philosophy of social work as well.

While Boston College is fully aware of the importance of professional and academic standards, it cannot be unmindful of its responsibility as a Catholic institution. Hence, the School of Social Work is very definitely committed to the intention of impregnating the entire curriculum with the principles of Christian philosophy. The School, therefore, purports to accomplish two very definite tasks — 1) a synthesis of Catholic principles and social work techniques; 2) the development of a substantial spirituality on the part of prospective social workers.

PROGRAM OF THE SCHOOL

The School of Social Work is a member of the American Association of Schools of Social Work and is organized to meet all the professional requirements. The School aims to give its students a sound technical training. The training period for full time students consists of two years of application, the first of which is devoted to generic social work, while the second is spent in a specialized area of social work. The curriculum, organized on the semester plan, consists of academic courses, conducted on a graduate level, joined with supervised field work in recognized agencies. The prevailing method of class instruction is a combination of formal lectures, presentation of illustrative material from case records and directed discussion. A limited number of part-time students are admitted to the regular courses of the school program. Candidates must meet the regular requirements of the school. Credit will be granted for part time work on the scale of one credit for each semester hour up to a maximum of 8 credits. Special arrangements can be made for part time students in regard to field work credits for the first year of training. All candidates for the Master's degree must have completed at least one year at the School on a full-time basis.

FIELD WORK

The field work program of the School is carried on in close correlation with the classroom instruction. At the beginning of the year the first year students are given a series of orientation visits and lectures with a view to acquainting the student with the ramifications and scope of social work. The first year student is placed in a case work agency three days a week for his first year's experience where training in generic case work is given. Second year students are assigned to agencies in their fields of special interest, such as: Child Welfare, Psychiatric Clinics, Family Service, Community Chests and Councils, Public Welfare Departments, etc. The Field Work Program of the School is under the jurisdiction of the Assistant Dean who in conjunction with the full-time Assistants, works out plans with the Field Work Instructors who accept the responsibility of training the students.

THE FIELD OF SOCIAL WORK

The field for which the School of Social Work prepares its graduates is the field of public and private social work. There are four major divisions of the field, i.e., Social Case Work, Social Group Work, Social Planning and Social Research. There are many opportunities for graduates in agencies which are organized to meet the problems growing out of the war, such as, The American Red Cross, Youth Organizations, United Service Organizations, Army and Navy Relief, etc.

LOCATION AND FACILITIES

The School is situated at 126 Newbury Street, in the Back Bay section of Boston, easily accessible from the North and South Stations by subway, and sufficiently near the center of the social work activities of the City. The School is located on the third floor of the building.

The School does not maintain residence halls for students, but information concerning residence facilities can be had on application to the Assistant Dean.

SCHEDULE

The academic year opens about the middle of September, and closes about the end of May. Classroom instruction is given on Thursday, Friday and Saturday of each week, while Mondays, Tuesdays and Wednesdays are devoted to Field Work.

UNIT OF CREDIT

The unit of credit in academic courses is the point (semester hour). A point represents one academic hour a week of classroom instruction per semester. One credit point in field work represents the equivalent of 46.8 hours of supervised practice.

ADMISSION REQUIREMENTS

Admission to the School is determined by two factors: academic preparation and personal fitness for the work.

ACADEMIC PREPARATION

The candidate must present a baccalaureate degree from an accredited college, with an undergraduate background of at least twenty semester hours in Social and/or Biological Sciences; i.e., such courses as Economics, Ethics, History, Political Science, Sociology, Psychology, Education and Biology. A transcript of the college grades must be submitted, and a good average must have been maintained throughout the entire course. Applicants who have had no training in Scholastic Philosophy will ordinarily not be accepted; wherever an exception is made, it is with the understanding that the deficiency will be corrected prior to candidacy for the Master's degree. Students contemplating the Medical Social Work field must present a minimum of six semester hours credit in Biology, Anatomy, Physiology, Chemistry or Foods and Nutrition.

PERSONAL FITNESS

The applicant must give evidence of good health, emotional balance, mental maturity, high moral purpose and scholarly habits. It must be clear from the outset that the applicant has a wholesome and genuine interest in people, is temperamentally suited for the work and in general is possessed of a character and disposition that will make for leadership in the field. Persons under twenty-one years and over thirty-five are not accepted, save for special reasons. References are exacted from four individuals who know the candidate, two of whom must be members of the Faculty where the student completed his college courses. A personal interview is required of each applicant before acceptance, and a health certificate from a physician designated by the School will be required before admission. The fee for this service is \$5.00, payable before the examination. (The required personal interview will be waived for immigrant students desiring to enter the United States for graduate studies).

REQUIREMENTS FOR DEGREE

The degree of Master of Social Work is granted upon the satisfactory fulfillment of the School's requirements, provided the prescribed program is completed within six years from first registration. Should the candidate fail to receive the degree within the time prescribed, all claims or rights to continue working for a longer period for the degree, or to have any or all of his work already accomplished credited in fulfillment of the requirements for the same degree are ipso facto forfeited and annulled. The requirements for the degree are as follows:

CREDIT POINTS

A total of sixty credit points:

36 points in courses

20 points in field work

4 points for thesis

I	Courses (36 points required)	Points
	Social Case Work I	2
	Medical Information	3
	Psychiatric Information I	2
	Elements of Law for Social Workers	2
	Social Case Work II	2
	Community Organization	2
	Labor Problems	2
	Child Welfare	2
	Social Research Methods	2
	Psychiatric Information II	2
	History of Social Work	2
	Philosophy of Social Work	2
	Principles of Group Work	2
	Public Welfare Administration	2
	Thesis Seminar	(-)
	Elective Courses	7
II	FIELD WORK (20 points required)	20
III	THESIS (4 points required)	4

RESIDENCE

A minimum of 29 points (15 in courses, 10 in field work, and 4 for the thesis) must be earned in residence at the School.

The requirements for the Master's degree are as follows:

1. A reading knowledge of one foreign language.
2. Attainment of at least a grade of 75% as the combined average of all courses.
3. Participation in a prescribed Thesis Seminar.
4. Presentation of an approved thesis, which is accepted by two of the three final examiners.
5. A successful defense of the thesis in an oral examination in the second semester of the second year.

TUITION AND FEES

The tuition is \$300.00 a year with \$10.00 for Registration Fees. The tuition each semester is \$150.00 with a Registration Fee of \$5.00; hence, \$155.00 is payable by check or money order at time of registration. The \$25.00 fee paid by first year students, as a deposit, is credited against the \$155.00 in the first semester; hence, for the first year students, since they will have paid the \$25.00 deposit, the amount will be \$130.00 at time of registration.

SPECIAL FEES

Master's Diploma (due May 15th of 2nd year)	\$15.00
Thesis Seminar (due November 1st of 2nd year)	20.00
Reading of Thesis (due March 15th of 2nd year)	25.00
Binding two copies of Thesis (due May 15th)	5.00
Medical Examination (due prior to examination)	5.00

OTHER FEES

Late Registration Fee	5.00
Each re-examination (due with written application) ---	5.00
Each record or transcript after the first (due with application)	1.00

PLACEMENT OF GRADUATES

The School conducts an informal placement bureau to secure positions for its graduates and to promote their interests. The Representative Council has established an employment service under the direction of the School. All members of the Alumni Association can register with this service and will thus be informed regarding available positions. The School has experienced no difficulty in finding placements for its graduates. Current requests for graduates of the School far exceed the supply.

For further information address

The Dean

Boston College School of Social Work

126 Newbury Street, Boston, Mass.

THE COLLEGE OF BUSINESS ADMINISTRATION

The College of Business Administration was opened in September, 1938, at the Boston College Intown Centre, 126 Newbury Street, Boston, to meet an obvious need. (The College is now located at University Heights.) Modern business with all its complexities, is more and more demanding specialization in its workers. Serious handicaps face the uninitiated who would seek a business career and the period of apprenticeship which formerly equipped a young man for a career in either big

or little business, must now, at least partially, be cared for in college. Business of necessity presupposes a thorough academic training in commercial fields for those wishing to pursue a business career.

To serve this purpose Boston College has instituted a four year course in Business Administration in a distinct and thoroughly collegiate School of Business Administration. The curriculum of the school includes all courses in Philosophy, Ethics and Religion which are given in the traditional A.B. course, as well as the courses in English, Modern Language and History which are of cultural value in rounding out the complete scholar. To these Liberal Arts studies are added in planned proportion the courses in Business Economics, so that a balance is preserved between those two divisions of studies not only in their entirety, but also in each year of the undergraduate period. Upon the successful completion of this course the degree of Bachelor of Science in Business Administration is conferred.

The internal plan of organization provides for a division of studies between the Liberal Arts group and Business Economics as follows:

Liberal Arts Studies

English	Government
Modern Language	Religion
History	Sociology
Speech	Philosophy

Business Economics

Accounting	Corporation Finance
Banking	Management
Business Law	Marketing
Business Organization	Retail Distribution
Economics	Taxation

The young high school graduate who wishes to matriculate at the College of Business Administration will enter upon a four year college curriculum which falls into two natural divisions. The first of these, namely his Freshman and Sophomore years, consists of prescribed courses in which he will obtain the necessary foundation upon which to build the more specialized courses of his Junior and Senior years. During these first two years, the student will acquire the necessary cultural background from his studies in English Literature, Modern Language, History, Government and Religion, while the fundamental principles of business will be provided in courses of Accounting, Business Organization, Economic Resources and the Principles of Economics.

Towards the end of the Sophomore year, every candidate for the degree must select, with the advice of his Faculty Advisor, that "field of concentration" in business economics which is to be followed during

the last two years of his course. This "Major" study comprises: (a) 18 semester hours of instruction in the same subject or in subjects so closely related as to form a well unified field of study; (b) assigned reading or investigation in the designated subject; (c) before April 1st of the Senior year, the student will be obliged to submit a thesis of approximately 3,000 words on some portion of his "Major" approved by the Head of the Department.

During these last two years the student will continue his study of Religion and add the crowning achievement of the Jesuit curriculum, Scholastic Philosophy, with its departments of Dialectics, Epistemology, Ontology, Cosmology, Psychology, Ethics and Natural Theology.

ENTRANCE REQUIREMENTS

General Statement

The administration of the requirements for admission to the College of Business Administration of Boston College is in the hands of the Director of the Board of Admissions. The executive details are administered by the Dean and the Registrar of the College, who will gladly furnish application blanks and all desired information to prospective candidates, parents and secondary schools. Application on the form supplied by Boston College must be filed with the Registrar of the College of Business Administration before May 15 to receive consideration for the May Entrance Examinations. To receive consideration for admittance in September, all applications must be on file with the Registrar of the College of Business Administration before August 20.

All applicants for admission to the College of Business Administration must have successfully completed four (4) years of study in an approved secondary school; the studies taken in secondary school must include a sufficient amount of the branches of study which the College recognizes for admission; the applicants must present evidence of graduation and of honorable dismissal from the authorities of the school or college which they last attended; they must also present evidence testifying to their good moral character and their general capability to follow the courses at the College of Business Administration of Boston College and live up to the standards which the College exacts of its students. Formal entrance is by examination only.

As the enrollment of the Freshman Class is restricted in numbers, it is impossible for the College to accept all who satisfy the Entrance Requirements. Merely to satisfy the requirements, therefore, does not assure an applicant of admission to the College, since the applicants who will be accepted will be those whose qualifications are the best.

SECONDARY SCHOOL UNITS REQUIRED FOR THE COURSE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Required Fifteen (15) Entrance Units

English	4
Elementary Algebra	1
Plane Geometry	1
United States History	1
Modern Language	2
Other Subjects	6
	<hr/>
	15

THE COLLEGE OF ARTS AND SCIENCES INTOWN

The Evening Division of Arts and Sciences

The College of Arts and Sciences Intown is a college of liberal arts and sciences centrally located in the city of Boston and conducted by the Jesuit Fathers of Boston College. Its primary object is to provide a complete cultural training for men and women desiring to acquire a Bachelor of Arts or a Bachelor of Science degree under Jesuit auspices. To this end an integrated and progressive course of studies based on the "*Ratio Studiorum*" has been designed. The requirements for the various degrees have been made to harmonize as closely as possible with those prevailing in the central college of liberal arts and sciences at Chestnut Hill. Classes are conducted from 6:30 to 9:20 p. m. For the past several years the intown college has been located at 126 Newbury Street in close proximity to the Boston Metropolitan Library at Copley Square. The Office of the Dean and all classrooms are situated on the sixth floor of the building with the students library and reading room on the fifth floor.

Evening sessions provide an opportunity for many young men and women to acquire collegiate training and an academic degree which occupation and employment during the day would otherwise render impossible. A maximum of eight years is allowed for the completion of the scholastic work necessary to secure the bachelor's degree. By attending the annual summer sessions conducted for five weeks at Chestnut Hill during July and August it is possible for a student to finish the work in five years. Students at The College of Arts and Sciences Intown may aspire for the *Bachelor of Arts* degree or for the degree of *Bachelor of Science in Education*, or in *History* or in *Social Science*. The college also offers a three year program of Normal School courses leading to a Teacher's Certificate. This program requires sixty-four (64) semester hours credit in educational subjects including the history of education, psychology of education, principles of education, general and special

methods of teaching, and general and elementary school administration. A special pre-legal course is open to students who require preliminary collegiate training in order to qualify as candidates for admission to professional law schools. The pre-legal curriculum represents a full two year college course and requires three years of evening study for its completion. Graduation from high school with at least fifteen (15) units and satisfactory grades are prerequisite conditions for admission to any of these courses.

The intown college also provides excellent opportunities for special students who are interested only in some definite field of study. The evening classes are particularly adapted to serve this secondary purpose of the school. Courses in Logic, Cosmology, Psychology, Ethics, and Natural Theology are offered for teachers, lawyers, nurses, and business men who are interested in the study of Scholastic Philosophy. In the field of English for those who desire to perfect the art of expression classes are available for formal instruction in the technique of written composition and the precepts of rhetoric with supplementary training in public speaking. Courses in Sociology, Government and Economics are open for people interested in problems and principles relating to social stability and progress. For the acquisition of conversational fluency in a modern language, elementary and advanced courses are offered in French, German, Italian, and Spanish. Classes in early Christian civilization, Medieval times, the Reformation and Renaissance, American, English, Irish, European, and Mexican history, provide a liberal field for the student whose special interest is in history. Those who seek instruction in the natural sciences may register for lectures and laboratory work in Biology, Chemistry, and Physics. Finally, in the courses known as the Divinity of Christ, the Church of Christ, the Redemption, and the Sacraments, students may secure for themselves a thorough philosophical exposition and vindication of the fundamental truths of Catholic Faith.

The intown college has inaugurated this year a curriculum in Business. For further information see special supplement of The College of Arts and Sciences Intown.

Detailed information pertaining to entrance requirements, examinations, tuition fees, and similar matters may be found in the Bulletin of The College of Arts and Sciences Intown. Personal interviews may be arranged with the Dean of the intown college by addressing him at 126 Newbury Street, or by calling KENmore 1615.

INSTITUTE OF ADULT EDUCATION

Adult Education, as understood by the Boston College Institute, aims at affording men and women an opportunity to discuss under expert leadership recent and important aspects of public affairs. After an initial exposition of the topic by the discussion leader, audience participation is invited into its implications and applications. Ever in the foreground of these discussions will be philosophical norms whereby knowledge is coordinated with Christian Thought.

In such a program there are no academic requirements and no academic credit is awarded. Because active group participation under leadership is an ideal in any adult education program, groups will be limited in numbers.

The Institute has two sessions: one during the Fall and Winter, the other during the Summer.

LOCATION:

Summer Institute: at Cardinal O'Connell Hall, Beacon and Hammond Streets, Chestnut Hill 67, Massachusetts.

Fall and Winter Institute: at Boston College Intown Centers.

DISCUSSION GROUPS:

Typical discussion groups are:

Industrial Relationships	National Questions
International Relations	Literary Criticism

Arrangements will be made for special groups or topics.

FEES:

Fees will vary with the length of each series.

The fee for a typical series of eight lectures is \$8.00.

For further details consult:

THE DIRECTOR

BOSTON COLLEGE INSTITUTE of ADULT EDUCATION

BOSTON COLLEGE

CHESTNUT HILL 67, MASSACHUSETTS

Ad Majorem Dei Gloriam

THE SIXTY-NINTH
COMMENCEMENT
of
BOSTON COLLEGE

Wednesday, June Thirteenth
MCMXLV

At Four o'Clock in the Afternoon

I. ORDER OF PROCESSION

THE CHIEF MARSHAL

MARSHALS OF THE GRADUATING CLASS

College of Arts and Sciences
Graduate School
School of Law
School of Social Work
College of Arts and Sciences Intown
College of Business Administration

FACULTY MARSHALS

The Faculty of the College of Business Administration
The Faculty of the College of Arts and Sciences Intown
The Faculty of the School of Social Work
The Faculty of the Law School
The Faculty of the Graduate School
The Faculty of the College of Arts and Sciences

MARSHAL OF GUESTS AND ALUMNI

Members of the Boston College Alumni
The Guests of the College
The Deans of the Several Faculties
The Dean of the College of Business Administration and
The Reverend Matthew James Flaherty
The Dean of the College of Arts and Sciences Intown and
Lt. Commander Joseph Thomas O'Callahan, S.J.
The Regent of the School of Social Work and
James Lawrence Hanley
The Dean of the Graduate School and
The Right Reverend Michael James Scanlan
The Dean of the College and
The Honorable John William McCormack
The President of the College and
His Excellency Archbishop Richard James Cushing

II. INVOCATION—Veni Creator

Veni, Creator Spiritus,
Mentes tuorum visita:
Imple superna gratia
Quae tu creasti pectora.

Qui diceris Paraclitus,
Altissimi donum Dei,
Fons vivus, ignis, caritas,
Et spiritalis unctio.

Deo Patri sit gloria,
Et Filio qui a mortuis
Surrexit, ac Paraclito
In saeculorum saecula. Amen.

III. THE READING OF THE DEGREE BY THE DEAN OF THE COLLEGE

REVEREND STEPHEN A. MULCAHY, S.J.

IV. THE HONORARY DEGREES ARE CONFERRED BY THE PRESIDENT OF THE COLLEGE

VERY REVEREND WILLIAM J. MURPHY, S.J.

V. THE PRESIDENT OF THE COLLEGE CITES

THE REVEREND MATTHEW JAMES FLAHERTY

VI. THE DEANS OF THE SEVERAL FACULTIES PRESENT CANDIDATES FOR DEGREES IN COURSE:

In Arts and Sciences, DEAN STEPHEN A. MULCAHY, S.J.

In Graduate School of Arts and Sciences and of Education,

DEAN GEORGE A. O'DONNELL, S.J.

In School of Social Work, DEAN DOROTHY L. BOOK, A.B.

In School of Law, ACTING DEAN WILLIAM J. O'KEEFE, A.B., LL.B.

In College of Arts and Sciences Intown,

DEAN EDWARD J. KEATING, S.J.

In College of Business Administration, DEAN JAMES J. KELLEY, S.J.

VII. THE PRESIDENT OF THE COLLEGE CONFERS DEGREES IN COURSE

VIII. ADDRESS TO THE GRADUATES BY

THE HONORABLE JOHN WILLIAM MCCORMACK

Majority Leader, House of Representatives, United States

IX. CLOSING BLESSING

HIS EXCELLENCY ARCHBISHOP RICHARD JAMES CUSHING

X. ALMA MATER ----- RECESSIONAL

HONORARY DEGREES

Doctor of Civil Law

JOHN WILLIAM MCCORMACK, LL.D.

Doctor of Laws

RIGHT REVEREND MICHAEL JAMES SCANLAN, S.T.L.

JAMES LAWRENCE HANLEY, ED.D.

Doctor of Naval Science

GEORGE DOMINIC MURRAY, U.S.N., (in absentia)

COLLEGE OF ARTS AND SCIENCES

Degrees in Course

BACHELOR OF ARTS WITH HONORS

Anthony Lawrence Bruno (*cum laude*)Ernest Herbert Damon, Jr. (*cum laude*)

BACHELOR OF ARTS

Angelos Sofronios Afentakis

Thomas Francis Bilodeau

Antonio Epimede Boschetti

Arthur Albert Brennan

Robert Alexander Dallas

Lt. William LeRoy Davis,

U.S.A.A.F., (posthumously)

John Cornelius Driscoll

John Arthur Fahey

Henry Martin Foley (*cum laude*)

Joseph Thomas Foley

Paul Jerome Hoar

Archille Joseph Laferriere

(*magna cum laude*)

Robert Joseph LeBlanc

Robert Paul Murphy

William Joseph Murphy

John Joseph O'Brien

John Gerard O'Keefe, Jr.

Richard Alfred Paris

Charles Augustine Phillips, Jr.

Francis Peter Vetere

BACHELOR OF SCIENCE IN BIOLOGY

William Nicholas Young

BACHELOR OF SCIENCE IN PHYSICS

Robert Anthony Gildea

James Francis Rowean

BACHELOR OF SCIENCE IN SOCIAL SCIENCES

Joseph Antonio LaRossa

Joseph Peter Murphy

Ralph Kenneth Nash

GRADUATE SCHOOL

Degrees in Course

MASTER OF ARTS

Charles Gardner Benard

Sister Miriam Julie Buckley, S.N.D.

Sister Mary Helen Cass, S.C.H.

Mary Mullen Connor

Phyllis Marie Crowley

James William Dailey

Sister Anne Cyril Delaney, S.N.D.

Sister Marion de Lourdes Donohue,

S.C.H.

Sister Mary St. Augustine Flynn, S.S.J.	John Bernard Miele
Sister Teresa of St. Charles Gallivan, S.N.D.	George Henry Murphy
Helen Margaret Heffernan	Sister Esther Maria O'Malley, S.S.J.
Rev. Adrien Wilfred Houle, S.M.	Sister Agnes Monica Phelps, S.N.D. (posthumously)
Leo Stanislaus Leveille	Rev. James Francis Redding
Helen Catherine Logue	Mary Josephine Roberts
Sarah Mary Logue	Sister Madeleine Gabrielle Savaria, S.H.G.
Mary Martha Lynch	Sister Anne Emilienne Turcot, S.H.G.
Mary Josephine McCarthy	
Mother Mary John McGee, S.H.C.J.	

MASTER OF SCIENCE

John Patrick Brennan	Joseph Leo Gormley
Rev. James Thomas Cotter	Sister Eamon McGarry, S.S.J.
Maurice Augustine McLaughlin	

MASTER OF EDUCATION

Rev. Charles Francis Donovan, S.J.	Paul Francis Raftery
Frances Mary Hayes	Rev. Columba William Sullivan, S.J.

Degrees awarded since June, 1944

MASTER OF ARTS

André Goyon de Beauvievier
Sister Agnes Carmelita Guinan, S.N.D.
Sister Joseph Mary Harkins, S.N.D.

SCHOOL OF LAW

Degrees in Course

BACHELOR OF LAWS

Salvatore Fabiano	Malcolm Fraser MacLean, Jr.
Frances Rose Foley	Ruth Irene Moses
Philip Thomas Jones	William Plunkett Rockwell, Jr.

Cornelius James Sullivan

Degrees conferred September 1, 1944

Mary Butler Becker	Manuel Earl Kopelman
William James Farrell	Anthony George Muello
Philip Francis Garity	Patrick Rinaldo
Lt. Daniel Gerard Holland, USMCR	Lt. Paul Mark Ryan, USNR
	Edmund Joseph Williams

SCHOOL OF SOCIAL WORK

Degrees in Course

MASTER OF SOCIAL WORK

Rita Margaret Creamer	Alice Gertrude Gallagher
Margaret Phyllis DeCoster	Helen Gertrude Garvey
Elizabeth Anne Devane	Lillian Lanning Gaskill
Mary Virginia Fair	James Francis McSorley
William Edward Fortin	Robert Elias Najemy
	Robert Joseph Scott

Degrees to be conferred at a later date

Armide Lee Cotter

Lydia Marie Hermann

Katherine Jane Tevlin

THE COLLEGE OF ARTS AND SCIENCES INTOWN

Degrees in Course

BACHELOR OF ARTS

Sister Anne Marie Chaisson, S.S.Ch. Sister Mary Lucia Parker, O.P.

Sister Mary Francilita Dillon, S.S.J. Sister Mary Anna Margaret Riordan,

Sister Mariona Hurley, S.S.J. S.S.J.

Sister Mary Macarius Maroney, S.S.J. Joseph Francis Szlosek

BACHELOR OF SCIENCE IN EDUCATION

Sister Mary Bartola Collins, S.S.N.D.

Sister Mary Daniel Sullivan, S.S.N.D.

BACHELOR OF SCIENCE IN HISTORY

Pvt. Joseph Conrad Blute, U.S.A. (posthumously)

Degrees to be conferred in July, 1945

BACHELOR OF ARTS

Alice Marie Kerrigan

Mary Gertrude Leahy

BACHELOR OF SCIENCE IN EDUCATION

Pauline Annette Coyne

Mary Josephine O'Leary

BACHELOR OF SCIENCE IN SOCIAL SCIENCES

Anne Geraldine Browne

Ann Celia McLaughlin

Eleanor Clare Fleming

Mary Josephine Melville

Mary Catherine O'Meara

COLLEGE OF BUSINESS ADMINISTRATION

Degrees in Course

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Peter Joseph Baleyko

Bernard Thomas Loughran

John Joseph Brady

(*cum laude*)

Stanley John Dmohowski

Peter Kevin McHugh

(*cum laude*)

MARSHALS

CHIEF MARSHAL

Francis J. Campbell, A.M.

Marshals of Graduating Class

Ernest H. Damon, Jr.

Bernard T. Loughran

Henry M. Foley

Peter K. McHugh

Faculty Marshals

John F. Norton, A.M.

Augustine L. Keefe, A.M.

Marshal of Guests and Alumni

Robert J. Buck, M.F.S.

RECEPTION COMMITTEE

MEMBERS OF THE JUNIOR CLASS

Ralph D. Robertson

Lawrence R. Byron, Jr.

Paul L. Sullivan

James J. McTaggart

General Excellence

The gold medal for general excellence in all branches studied during the entire four years in the College of Arts and Sciences was awarded to Archille Joseph Laferrière.

The William Cardinal O'Connell Religion Medal

A gold medal known as the William Cardinal O'Connell Medal, the gift of His Eminence William Cardinal O'Connell, awarded at the annual commencement to the student who has attained the highest average in all courses of Religion studied during four years in the College of Arts and Sciences was awarded to Ernest Herbert Damon, Jr.

The Francis J. Brick Award

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College: awarded to Ernest Herbert Damon, Jr.

JESUIT EDUCATIONAL ASSOCIATION

Colleges and Universities

Alabama	Spring Hill College, Spring Hill
California	Loyola University of Los Angeles Santa Clara University, Santa Clara University of San Francisco
Colorado	Regis College, Denver
District of Columbia	Georgetown University, Washington
Illinois	Loyola University, Chicago
Louisiana	Loyola University, New Orleans
Maryland	Loyola College, Baltimore
Massachusetts	Boston College, Newton College of the Holy Cross, Worcester
Michigan	University of Detroit
Missouri	Rockhurst College, Kansas City St. Louis University, St. Louis
Nebraska	The Creighton University, Omaha
New Jersey	St. Peter's College, Jersey City
New York	Canisius College, Buffalo Fordham University, New York City
Ohio	John Carroll University, Cleveland Xavier University, Cincinnati
Pennsylvania	St. Joseph's College, Philadelphia University of Scranton, Scranton
Washington	Gonzaga University, Spokane Seattle College, Seattle
Wisconsin	Marquette University, Milwaukee

